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ABSTRACT

The Job Corps Intergroup Relations Program provides an integrated curriculum involving orientation, residential living, education, and vocational training. These instructional materials for the program provide guidelines and materials emphasizing ethnic contributions in order to improve human relations among ethnic groups and between women and men. The materials are organized into 14 sections. The first four sections introduce the program, outline its goals, describe the overall program structure, and provide a flowchart. Information about placement in the program and a student progress sheet are provided. Sections 5 and 6 contain 10 curriculum units focusing on ethnic and cultural heritage. They are organized into orientation, cultural awareness, and ongoing program phases. The ongoing program includes such learning activities as an ethnic heritage calendar, a multicultural calendar, and monthly lesson plans. Section 7 focuses on staff preparation, including information on teaching techniques, classroom management, field trips, and bulletin board displays. The topic of section 8 is program implementation, including inventory and purchase of materials, organization of classroom materials, student folders, and program entry and exit. Units 9-14 contain answer keys, a certificate of completion, ordering information for materials, lists of organizations, and an appendix listing 23 references. (KC)

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JOB CORPS

INTERGROUP RELATIONS

PROGRAM

Train for Your FUTURE

Job Corps

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JOB CORPS INTERGROUP RELATIONS PROGRAM

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JOB CORPS INTERGROUP RELATIONS PROGRAM
COURSE GUIDE

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INTRODUCTION

People need an understanding of cultures and human relations in order to live and work effectively in todays' multicultural society. In recognition of this need the Job Corps National Office, in conjunction with a taskgroup of Job Corps center staff, developed a new Intergroup Relations (IGR) program.

Students come to Job Corps with established values and prejudices. The purpose of the IGR program is to reduce ethnic and racial hostilities by breaking down barriers which prevent appropriate contact between members of various groups.

The IGR program focuses on the development of positive attitudes and the need to reduce negative attitudes. Throughout the center, cultural differences must be recognized and accepted, not eliminated nor ignored. Thus, the belief that a culture or value system of one person is superior to another is unacceptable.

The Intergroup Relations (IGR) program is designed to permeate every area of center life. Centerwide involvement is essential to develop positive attitudes among ethnic groups. The IGR program recognizes the contributions of various cultural and ethnic groups and strives to change attitudes, reduce prejudice, and prevent discriminatory behavior by staff and students.

Specifically, the Intergroup Relations Program is a continuous effort designed to:

- Provide an integrated curriculum involving orientation, residential living, education and vocational training
- Provide guidelines and materials emphasizing ethnic contributions
- Help eliminate misunderstandings and animosity, thereby reducing prejudice on centers
- Involve students and staff in ongoing activities celebrating ethnic holidays
- Promote an appreciation of the value of each individual
- Improve human relations among ethnic groups, and between women and men.

By providing a direct opportunity for changing attitudes, the IGR program is a positive intervening agent for staff and students. Upon completion of the Intergroup Relations Program, students in Job Corps will possess a better understanding and appreciation of themselves and of others. The IGR program will enhance lifelong human relations skills for both staff and students.

There are numerous ethnic and racial student groups enrolled in Job Corps. The workgroup chose to provide materials on those ethnic groups most common on centers: African Americans, Asian Americans, European Americans, Hispanic Americans and Native Americans. Therefore, this guide provides a basic program and each center should enhance the program to meet the specific needs of its ethnic population.

PROGRAM GOALS

The overall objective of the Job Corps Intergroup Relations task group was to develop a structured program designed to reduce prejudice, prevent discriminatory behavior by staff and students, and increase understanding among racial and ethnic groups and between women and men. It is anticipated that the IGR program will heighten the cultural awareness of students and staff. The following goals were established during the design phases of the IGR program.

1. Goal - Introduce the Intergroup Relations Program during the orientation period.

   a. Orient the student to the ethnic makeup of the center and surrounding community.

   b. Explain the importance of the Intergroup Relations Program.

2. Goal - Conduct a Cultural Awareness class within the Academic Education component of Job Corps.

   a. Explain the history and geography of various ethnic groups, with emphasis on: African Americans, Asian Americans, European Americans, Hispanic Americans and Native Americans.

   b. Identify the customs, beliefs, traditions and contributions of various ethnic groups.

   c. Describe the traditional and changing roles of American women and men and their customs, beliefs, traditions, rights, responsibilities and contributions.

   d. Discuss types of behavior or language that may cause tension or misunderstanding among ethnic groups and between women and men.

   e. Identify and plan activities geared toward problem solving and coping with racial discrimination and sexism.

3. Goal - Develop an ongoing Intergroup Relations support program to be implemented within all facets of Job Corps center operations.

   a. Establish on each center a committee on Intergroup Relations involving staff and students.

   b. Plan activities relating to the customs and interests of all racial and ethnic groups on center and of women and men.

   c. Recognize significant holidays and events by providing instructions and discussions to celebrate those occasions.

Currently, all education and training programs in Job Corps are competency based. Competency-Based Education (CBE) is an instructional system in which the emphasis is on students developing and demonstrating specific skills. Competency is defined as the ability to effectively and efficiently perform a skill or objective. In the IGR program, a modified CBE system is used, since attitude is difficult to evaluate. The criteria to measure competence and the level of performance is not always quantifiable in this program. For the skills not measurable, the skill achievement is determined by the instructor from class discussions and active participation by the student.

The following elements used in the design of the IGR program are characteristics of a CBE system:

1. The skills and criteria are carefully identified and explained to students when they enter the program.

2. Basic knowledge or background information is learned as it is needed to support skills development. The materials and method of instruction provide for development of the skills.

3. Students are given continual and detailed feedback on the competency or objective.

4. A variety of teaching strategies is used to help students with different learning styles develop their competency or objective.

5. Completion is based on the satisfactory demonstration of students' achievement of objectives and of their successful participation in class activities.

Although the program is designed for open-entry open-exit instruction, learning may be best achieved through group presentation and participation. To permit bonding and to develop trust among students, when feasible, a group should remain together and progress through the program sequentially.

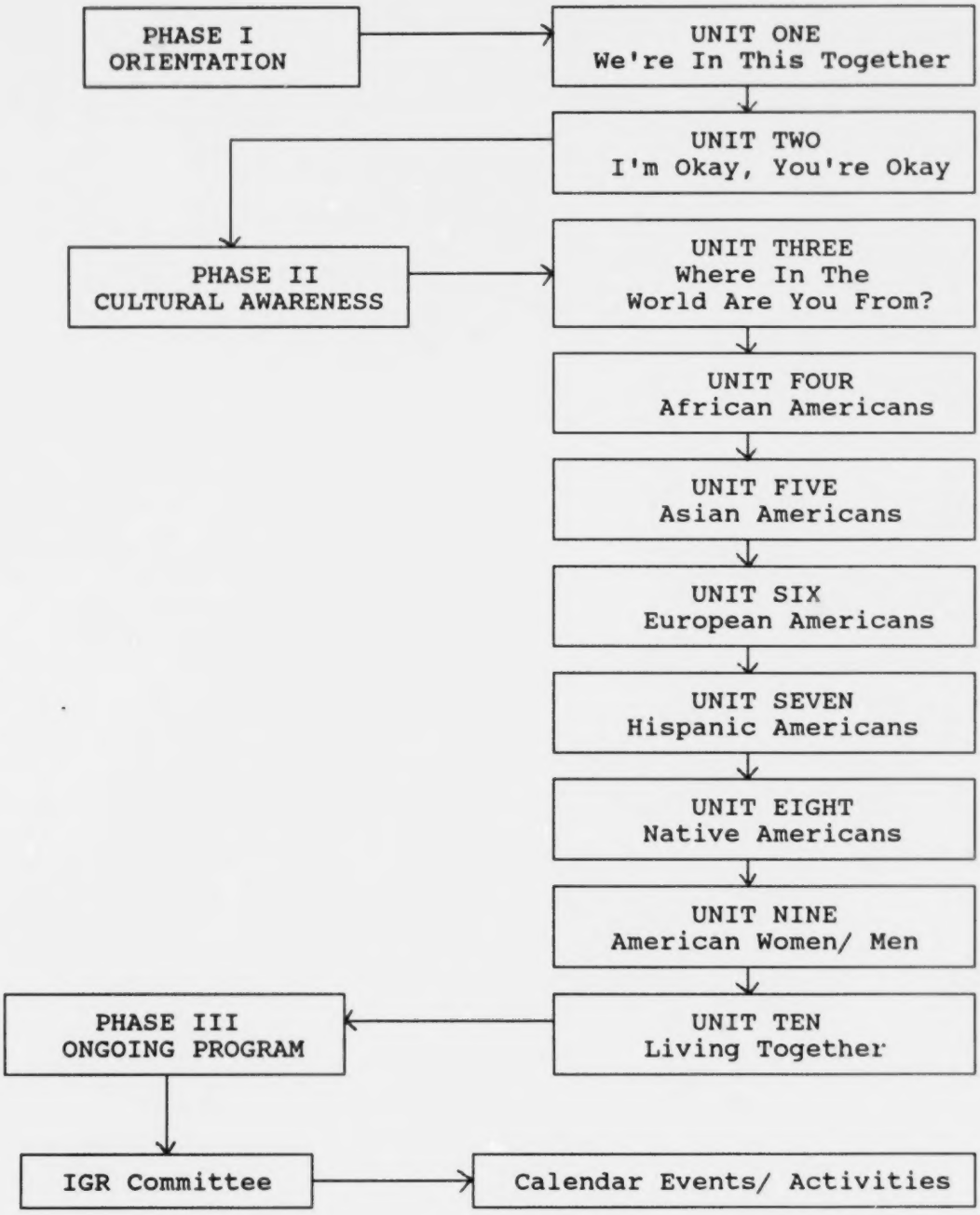
PROGRAM STRUCTURE

Phase I of the IGR program will be taught in orientation. It contains two one-hour introductory units, "We're In This Together" and "I'm Okay, You're Okay". These units contain the basic concepts of intergroup relations and orient the student to the ethnic makeup of the center and surrounding community. This phase will stress the importance of understanding the differences and similarities of identified ethnic groups and the value of living together.

Phase II of the IGR program is conducted in the Cultural Awareness class. This program segment contains 16 instructional hours. Included in Phase II are the concepts of intergroup relations and information about various ethnic groups. This education segment contains eight units - "Where In The World Are You From?", "African Americans", "Asian Americans", "European Americans", "Hispanic Americans", "Native Americans", "American Women and Men" and "Living Together". However, as mentioned in the introduction, centers are encouraged to develop lessons which address center specific ethnic groups. An optional unit has been provided for the "Caribbean Islanders" to be used if appropriate to the center population. Additional units may be designed specifically for each center. Each defined unit contains detailed lesson plans for imparting information and facts. Information about ethnic groups may modify many misconceptions; however, just the acquisition of facts and information about ethnic groups does not insure that knowledge will translate into action. Therefore, additional opportunities and activities designed to support the instructional phases are provided in Phase III.

Phase III is the ongoing program and provides the forum for expanding student opportunities for practical applications of concepts learned in the previous two phases. The ongoing approach contains the key elements of physical proximity, equal status participation, and the pursuit of common goals, which is expected to aid in the process of acculturation. Student and staff participation in the on-going phase will include center-wide lesson plans, activities, social gatherings, holidays and cultural events. Center wide support and involvement in Phase III are critical for the success of the IGR Program. Information gained in Phases I and II is put into practice and internalized through the multi-cultural activities included in Phase III. The IGR committee is responsible for the design and implementation of the ongoing program (See pages 107-108).

INTERGROUP RELATIONS PROGRAM FLOWCHART



INTERGROUP RELATIONS STUDENT RECORD SHEET

NAME:_____SSN_____

	Date of entry	Date of completion
Orientation phase (units 1&2):	_____	_____
Cultural Awareness class:	_____	_____

UNITS	DATE COMPLETED	STUDENT'S INITIALS	INSTRUCTOR'S INITIALS
3 Where In The World Are You From?			
4 African Americans			
5 Asian Americans			
6 European Americans			
7 Hispanic Americans			
8 Native Americans			
9 American Women/Men			
10 Living Together			
Optional Unit			

Unit 1 - WE'RE IN THIS TOGETHER

OBJECTIVE

The student will be able to understand the concept of intergroup relations and explain the importance of the IGR program.

REQUIRED MATERIALS

Handout A: Interview Sheet
Handout B: Get The Autograph
Handout C: Person to Person Scavenger Hunt
Pamphlet: Sensitizing Teachers To Ethnic Groups

*Ethnic Poster(#SN41940)
*Flowchart (#SN41930)

*Obtained from McKinney Job Corps Distribution Center

I. PRESENTATION

A. Welcome
Introduce yourself by telling the students where you are from and a little about your background and interests.

B. Warm up activities (select one)

1. "Getting To Know You"

a. Have each student pair up with another student.

b. Allow 5 minutes for pairs to interview each other using Handout A: Interview sheet. Explain to students the need to obtain accurate information, since they will be introducing their partner.

c. Let each student introduce his or her partner to the rest of the group.

2. "Finding Similarities"

Select handout B and/or C. For Handout B: "Get The Autograph," have students talk to other people and obtain their autographs. For Handout C: "Person to Person Scavenger Hunt," have students find a

person with characteristics listed on the handout. Allow students 15 minutes to complete in class, or students may complete outside of class if more time for signatures is needed.

C. Have a class discussion and ask the question, "Why are you here?" Include the following points and draw responses from students.

1. All students have made a conscious decision to attend Job Corps.

   a. It is time to give up negative thinking: "I can't" or "I'm not able."

   b. Replace it with a positive attitude: "I will try."

2. All students are here for an education and to better themselves. Learning about themselves and others is part of that process.

3. All students have an opportunity to learn respect for self, peers, staff and parents.

D. Ask the question "What is the Intergroup Relations Program and why are you in it?" Discuss the following points.

1. How does Intergroup Relations relate to Job Corps?

   a. During your life, you will be exposed to people who act and think differently.

   b. The Intergroup Relations Program is aimed at helping to understand these differences.

   c. Be aware of your place in Job Corps, the community, and the world.

   d. Job Corps is not the "street"; Job Corps is preparation for living in the world.

2. Intergroup relations is a part of sociological development and understanding. Discuss the following topics and points of view.

a. It is important to recognize prejudice in yourself and in others.

b. A person does not have the natural attributes to live alone.

   1) A person is a social being.

   2) People survive as a result of contact with others.

c. Achievement of goals is met in part through human interaction.

   1) Minimum conflict is a means of achieving goals.

   2) Showing respect and helping others will have a positive impact.

d. All of us are products of our upbringing.

   1) Job Corps teaches acceptable behavior.

   2) Job Corps is a chance to try new behaviors.

e. Many students come from a different home environment, eat different types of food, wear different types of clothes and have different customs.

f. Customs may seem odd or even funny to persons from another culture.

   1) In parts of Europe, it is common for male friends to embrace or kiss as a form of greeting.

   2) In China, the use of a knife and fork for eating may seem strange.

II. CONCLUSION

A. Summarize the goal and the importance of the IGR program. Include the following points:

1. People need an understanding of cultures and human relations in order to live and work effectively in todays multicultural society.

2. The class is designed to help eliminate misunderstandings and to promote an appreciation of the value of each individual.

B. Explain the IGR program using the flowchart (wall).

C. Divide the class into small groups. Have each group work as a team to complete the following sentence. Appropriate answers should be similar to responses from above A.

The goal of the Intergroup Relations Program is_____.

HANDOUT A

Interview Sheet

Interview your partner by filling in the following blanks. You will be introducing your partner to the class, so write accurate information.

1. Your partner's name_____

2. Your partner's ethnic background_____

3. Your partner's place of birth_____

4. Your partner's trade_____

5. Something interesting or unique about your partner

_____

_____

Interview Sheet

Interview your partner by filling in the following blanks. You will be introducing your partner to the class, so write accurate information.

1. Your partner's name_____

2. Your partner's ethnic background_____

3. Your partner's place of birth_____

4. Your partner's trade_____

5. Something interesting or unique about your partner

_____

_____

HANDOUT B
Get The Autograph
Talk to other people on center and get the autograph of:

1. One who wears the same size shoe as you do._____
2. One whose hair is the same color as yours._____
3. One who is younger than you._____
4. One whose shoes are the same color as yours._____
5. One whose eyes are the same color as yours._____
6. One whose favorite radio program or television show is the same as yours._____
7. One who parts his or her hair on the same side as you. _____
8. One who wears the same size shirt as you._____
9. One who is older than you._____
10. One whose birthday is the same month as you._____
11. One who is wearing glasses._____
12. One who was born in the same state as you._____
13. One who is wearing blue._____
14. One who has naturally curly hair._____
15. One who is wearing a suit._____
16. One who has blonde hair._____
17. One whose favorite sport is the same as yours._____
18. One who wears a larger shoe than you._____
19. One who lives in your neighborhood._____
20. One who is wearing a wrist watch._____
21. One who has red hair._____
22. One who is wearing nail polish._____
23. One who is wearing a ring._____
24. One who is left handed._____
25. One who has blue eyes._____
26. One whose favorite color is the same as yours._____
27. One who has brown eyes._____
29. One who is taller than you._____
30. One whose first name begins with the same letter as yours. _____
31. One who is wearing shoes that tie._____
32. One who is female_____
33. One who is wearing something white._____
34. One who is wearing socks._____
35. One who has on buttons._____
36. One who is male._____
37. One who has straight hair._____
38. One who has brown hair._____
39. Any one you have not talked with yet._____

HANDOUT C

Person to Person Scavenger Hunt
Find a person in class or on center:

1. Who was born under the same zodiac sign as you?

2. Who was born in a state east of the Mississippi River?

3. Who is left handed?

4. Who uses chopsticks?

5. Who has been in Job Corps as long as you have?

6. Who plays the guitar?

7. Who likes your favorite sports?

8. Who has a last name of 8 or more letters?

9. Whose favorite ice cream flavors match yours?

10. Who watches 3 of the same TV shows you do?

11. Who finished the same grade as you did?

12. Who can sing well?

14. Who was born on a reservation/pueblo?

15. Who can dance well?

UNIT 2 - I'M OKAY, YOU'RE OKAY

OBJECTIVE

The student will be able to understand the "Salad Bowl Theory"

REQUIRED MATERIALS and EQUIPMENT

U.S. map
State map (where the center is located)
Video "Oliver Jones" (10 minutes)
Handout D: Are You Prejudiced?
Book: Prejudiced - How Do People Get That Way?
World Globe
Monitor and VCR

OPTIONAL MATERIALS

Information on the ethnic makeup of the center (MST70Q, Characteristics of New Enrollees)
Information on the local community (teacher developed)

I. PRESENTATION

A. Welcome

B. Attention Getting Activity - View the video "Oliver Jones" and discuss it briefly. Use the discussion guide for assistance. Make the point that the color of one's skin is not as important as what is "inside."

C. Discuss the "Salad Bowl Theory":
A salad contains a variety of ingredients which include different colors, shapes, sizes and textures. When all ingredients are mixed together, a healthy and beautiful dish is the result. These ingredients represent the variety of ethnic groups within our country. This graphically depicts the relationship between unique individuals and their blending into a multicultural society.

1. Each person has unique qualities, customs, and background.

2. These qualities are blended in each community, country, and world society.

D. Identify different groups on the center by state, ethnic background and religion. Use information on the ethnic make up of the center. (optional)

E. Orient students to the surrounding community. Use information on the community. (optional)

1. Give socioeconomic information (average income, age, gender, etc.).

2. Discuss ethnic composition of the local community.

3. Describe the types of local industry and percentages of the total work force involved in each.

F. Discuss with students the opportunity to learn new things about others in Job Corps.

1. Each student may like a different type of music.

2. Types of food and methods of preparation differ from student to student.

3. A student's association with peers may allow him or her to visit the homes of friends from different cultures.

G. Provide an understanding of culture by discussing the following points. Use the booklet "Prejudice- How Do People Get that Way?" as a reference.

1. Culture is a term used by social scientists for describing peoples' entire lives.

a. Italians are credited for improving opera (arts).

b. Native Americans believed that the land belonged to everyone and that they could still hunt on land that they sold (beliefs).

c. In the Middle East it is customary for women to cover their faces with veils in public (customs).

d. The Chinese are noted for their early expertise in explosives (technology).

2. Culture is transmitted by families and people around us. Most ways of thinking and feeling are learned.

3. Culture may define the mode of interpersonal relationships.

   a. How dating is conducted

   b. How you are treated

4. People have similar needs (food, etc.) but different customs.

   a. Type of shelter is dictated by culture and environment.

   b. Types of food preparation, and customs are culturally different.

   c. Ascension to adulthood and dating can be culturally determined.

H. Activities (Choose activities as time allows).

1. Read Handout D "Are You Prejudiced?" aloud with students. Ask students to think about their answers, but not write or share them. Point out that if they answer 'yes' more than 'no', that may be an indication of prejudice. Tell the students that this exercise is to be used for <u>self awareness</u> and introspection, not to emphasize prejudices.

2. Supplementary Activities - Discuss any of the following:

   a. Many things people take for granted are culturally determined, e.g., dating, marriage, speech.

   b. People do things in a learned rather than a natural way, e.g., eating, dressing, sleeping.

   c. Each group has contributed to the fabric of American culture (e.g.,food).

d. Clothing, hairstyles, cars, and a way of life are reflections of culture.

e. Imagine how dull and boring the world would be if there were only one type of food, dress, or car.

f. Show students two jars of jelly beans--one of uniform color and one of multi-color.

1. Impress upon students that all people contribute to society.

2. All people are important and unique.

II. CONCLUSIONS

A. Have students orally explain the "Salad Bowl Theory".

B. Have students list the main ingredients for a healthy, multicultural society (e.g. respect, understanding and tolerance, etc.) This may be done in small groups, individually, or as a whole group.

HANDOUT D

Are You Prejudiced?

Check 'yes' or 'no' for each question:

Do you...	Yes	No
1. Choose your friends only from among your "own" racial and religious group?	_____	_____
2. Believe that God created different races so that some might be "inferior" to others?	_____	_____
3. Believe that certain jobs should be denied to people because of race or religion regardless of their qualification?	_____	_____
4. Feel that people should be treated, spoken to or thought of as being "different" because of their race or religion?	_____	_____
5. Think that a family because of its race or religion should be deprived of the right to buy or live in any home it can afford?	_____	_____
6. Believe that houses of worship should be divided into racially segregated congregations?	_____	_____
7. Habitually speak of other racial and religious groups as "they" and your own as "we"?	_____	_____
8. Believe that any racial or religious group can be characterized by such terms as happy, rhythmic, lazy, shrewd, dirty, clean, or prejudiced?	_____	_____
9. Feel it necessary to praise members of other racial groups whenever you speak of them and frequently refer to your own freedom from prejudiced?	_____	_____
10. Get more irritated (or less irritated) by an offense from a member of another race or religion than by one from your own group?	_____	_____
11. Ever say, "So-and-so" is a tribute to his race?	_____	_____
12. Use derogatory terms when speaking about people of other racial and religious groups?	_____	_____

Unit 3 - WHERE IN THE WORLD ARE YOU FROM?

OBJECTIVE

The student will be able to identify and define the terminology used in the IGR program by completing a wordmatching worksheet.

REQUIRED MATERIALS and EQUIPMENT

Large world map
U.S. map
Monitor and VCR
Video: "Taking A Stand" (30 minutes)
Handout E.1 and E.2: Vocabulary Words
Workbook: Winning "Justice for All"
Book: Prejudiced - How Do People Get That Way?
(teacher resource)
Globe
State map
Flowchart (wall)

I. PRESENTATION

A. Welcome and have student/teacher introductions. Review the goals of IGR. Include the following points:

- People need an understanding of cultures and human relations in order to live and work effectively in todays' multicultural society.

- The overall goal of the Job Corps Intergroup Relations program is to reduce prejudice, prevent discriminatory behavior by staff and students, and increase the understanding among racial and ethnic groups and between women and men.

B. Attention Getting Activity - View the video "Taking A Stand". Use the discussion guide to assist in discussion. This is a thought-provoking and powerful drama which shows the painful and far reaching effects of discrimination. Be sure to include and define vocabulary words like discrimination, prejudice, culture, race, minority group, and majority group.

Ask questions like: What is discrimination and what causes it? What types of discrimination exist? How did Elly's boyfriend's dad define the word discrimination? Do you think this definition is correct? Why or why not?

This is a powerful video that brings out emotions. Make sure a discussion is held on feelings and the emotions created by the video. How did the people feel in the video? How does it make you feel?

C. Review the structure of the IGR program (Use flowchart). Show students where they are in the program.

D. Discuss the problems of prejudice, stereotyping and discrimination; emphasize refraining from generalizing and name calling. Use the book, Prejudiced - How Do People Get That Way?, as a reference. Instructor may use other resources for background information.

E. Activities (Choose activities as time allows)

1. Discuss and define basic vocabulary for IGR. Use Handout E.1"IGR Vocabulary Words".

2. Discuss regionalism and lifestyles (food, dress, and speech) from various locations. Have students point to the map to show where they are from. Ask students for information about their home area.

3. Use Winning Justice For All activities 1 and 2. Students workbook pp. 1-5. Teachers Edition pp. 18-21.

II. EVALUATION

A. The student will demonstrate an understanding of the IGR program and the specific terminology used by completing E.2 Wordmatching Handout from E.1"IGR Vocabulary Words."

HANDOUT E.1 **IGR VOCABULARY WORDS**

The way you talk about people, especially people different from you, may reveal a great deal about what you think and feel about them. As you begin to examine your attitudes toward minority groups, you will want to look at the language and vocabulary you use when you refer to them. Here are some basic vocabulary words and their definitions.

CIVIL RIGHTS	the rights guaranteed to all citizens by the U.S. Constitution.
CULTURE	the customary beliefs, social forms, and material traits of a racial, religious or social group.
DISCRIMINATION	to make a difference in treatment or favor on the basis other than individual merit.
ETHNIC GROUP	a group of people who have the same background and share a common cultural heritage, i.e., the same language, religion, and customs.
INTEGRATION	a system in which people of different groups live and work with each other.
MAJORITY GROUP	the group with the largest number of people.
MINORITY GROUP	the group with fewer people than the majority group.
NATIONALITY	a group of people who belong to or come from one country.
PREJUDICE	an unfavorable opinion that is formed without much thought or reason; an unfavorable attitude toward a certain racial, religious, or ethnic group.
RACE	a group of people connected by common descent, blood or heredity.
SEGREGATION	the practice of forcing members of a minority group to live apart from members of the majority.
SEXISM	prejudice to the advantage of one sex and to the disadvantage of the other.
STEREOTYPE	an oversimple view of a group of people that makes all members of the group seem alike.

HANDOUT E.2

IGR VOCABULARY WORD MATCHING

____1.	SEXISM	A. The group with the largest number of people.
____2.	CULTURE	B. A group of people connected by common descent, blood or heredity.
____3.	SEGREGATION	C. An oversimple view of a group of people that makes all members of the group seem alike.
____4.	DISCRIMINATION	D. A group of people who have the same background and share a common cultural heritage, i.e., the same language, religion, and customs.
____5.	ETHNIC GROUP	E. To make a difference in treatment or favor on the basis other than individual merit.
____6.	CIVIL RIGHTS	F. A system in which people of different groups live and work with each other.
____7.	INTEGRATION	G. The rights guaranteed to all citizens by the U.S. Constitution.
____8.	MINORITY GROUP	H. The group with fewer people in it than the majority group.
____9.	NATIONALITY	I. An unfavorable opinion that is formed without much thought or reason; an unfavorable attitude toward a certain racial, religious, or ethnic group.
____10.	PREJUDICE	J. Prejudice to the advantage of one sex and to the disadvantage of the other.
____11.	RACE	K. The practice of forcing members of a minority group to live apart from members of the majority.
____12.	MAJORITY GROUP	L. The customary beliefs, social forms, and material traits of a racial, religious or social group.
____13.	STEREOTYPE	M. A group of people who belong to or come from one country.

Unit 4 - AFRICAN AMERICANS

OBJECTIVE

The student will demonstrate an understanding of the history and geographic origin, customs, beliefs, traditions and contributions of African Americans.

MATERIALS and EQUIPMENT

Large world map
U.S. map
Handout F: How Come?
Video: "Witness To History" (15 minutes)
"Getting To Know Barbara" (12 minutes)
Book: Culturgrams: The Nations Around Us I & II
Workbook: Winning "Justice For All"
Pamphlet: Sensitizing Teachers To Ethnic Groups
Globe
Monitor and VCR
Fact Sheet U4

I. PRESENTATION

Instructor's note: During this unit presentation, emphasize appropriate points for final evaluation - Handout S: "Cultural Awareness Evaluation."

A. Welcome
Indicate the following lessons will cover five ethnic groups. (African Americans, Asian Americans, European Americans, Hispanic Americans, Native Americans)

B. Attention Getting Activity - View the video "Witness To History." Use the discussion guide to assist in discussion. Emphasize history, beliefs, and contributions of African Americans like Martin Luther King.

C. History and Geography
Briefly discuss the history and geography of Africa. (Use Culturgrams: The Nations Around Us as a reference)

1. Locate Africa on world map or globe.

2. Discuss the continent of Africa. Distribute and use fact sheet U4 with students.

D. Problems
Discuss problems faced by African Americans, using the information provided below.

1. Prejudice - After emancipation, African Americans' dark skin prevented them from assimilating as other groups had done. Their dark skin continues to bring about prejudice and discrimination today.

2. Stereotypes - African Americans are often stereotyped as "having rhythm," "being lazy" and being "good at sports."

3. Discrimination - African Americans are discriminated against in terms of sub-standard housing, inferior education, low paying jobs and less than equal opportunity.

E. Progress
Point out the progress made by African Americans.

1. The Emancipation Proclamation was signed in 1864 by President Abraham Lincoln and Vice President Andrew Johnson.

2. Migration from the south to urban areas provided greater educational and employment opportunities for African Americans.

3. The Civil Rights Act signed by President Johnson in 1964 resulted in greater educational opportunities, better housing, voting rights and improved access to public accommodations.

F. Customs, Beliefs, and Traditions
Describe the customs, beliefs and traditions of African Americans.

1. Clothing - African Americans assimilated the dress of other American ethnic groups.

2. Food - "Soul" food (greens, chitterlings, pig feet, cornbread, barbecue, etc.) derived as a means of making ends meet, has become a spicy African American tradition.

3. Holidays - African Americans have closely adopted traditional American holidays but take special pride in Dr. Martin Luther King's birthday. The

entire month of February, Black History Month, is a time to remember, recognize and celebrate the heritage of African Americans.

4. Religion - African Americans developed Gospel Hymns as a form of religious protest and still hold them as a very sacred part of their religious ceremony. Many African Americans are deeply religious. Most African Americans follow the Christian or Muslim religions.

5. Language - African Americans lost their original language when they were brought over to this country; thus, giving rise to different dialects. They had to learn the language of their masters such as French, English, Dutch and Spanish.

G. Contributions
Discuss the contributions of African Americans.

1. Arts and crafts - African Americans have received much attention for their work as painters, muralists, cartoonists and sculptors.

2. Science and Medicine - Many African Americans have been pioneers in the field of science and medicine. Their contributions have impacted the lives of all Americans. Dr. Daniel Hale Williams' first open heart surgery, Dr. Charles Drew's blood plasma preservation, Dr. George Washington Carver's chemical products made from the ordinary peanut and Dr. Percy Julian's sterol derivation used to relieve arthritis are a few examples of contributions and achievements.

3. Music - From the protest of bondage and oppression rose religious hymns that became known as spirituals. Blues, jazz, rhythm and blues and rock-n-roll are contributions made by African Americans. These are all musical art forms developed in this country.

4. Sports - African Americans have made great contributions to the world of football, baseball, basketball, tennis, ice skating, track and field, and boxing. Some famous athletes are Jackie Robinson, Michael Jordon, Jim Brown, Debbie Thomas, Arthur Ashe, Jesse Owens, Mohammed Ali and Wilma Rudolph.

5. Contemporaries - There are many African American contemporaries like; General Colin Luther Powell, the Chairman of the Joint Chiefs of Staff in Washington DC; Simeon Golar, a New York Judge; Leander J. Shaw Jr., a Florida Supreme Court Justice; and Margret Bush Wilson, a Civil Rights Activist.

H. Activities (Choose activities as time allows).

1. Distribute, read and discuss Ann Landers Handout F: How Come?

2. Show video "Getting to Know Barbara". Have a discussion on the video. Include Barbara's beliefs, traditions and the contributions she made to her success and heritage.

3. Have students use the workbook, Winning "Justice For All", activity 5. Student workbook p. 22,23; Teachers Edition pp.26-29.

II. EVALUATION

The process of evaluating student completion of this unit is left to the instructor's discretion. Emphasize points for the final evaluation Handout S: "Cultural Awareness Evaluation". Instructors may have students discuss the following evaluation topics in small groups, or write answers individually, make oral presentations, or discuss as a class and list them on the chalkboard.

A. Have students identify facts which describe the origin and history of African Americans.

B. Have students name a custom, belief, tradition or contribution of African Americans.

FACT SHEET U4
AFRICAN AMERICANS

1. HISTORY AND GEOGRAPHY

Civilization had its beginnings in the Mediterranean area which includes northern Africa. Cultural anthropologists and historians generally agree that mankind originated in this area with distinct societies and systems of government. The continent of Africa has 54 countries with multiple languages and cultures.

In the 1600s, large numbers of Europeans began to leave their homeland to come to America. Once settled, some landowners wished to maximize the abundance of natural resources. People were needed to work and develop this new found land. Thus, the slave trade began to flourish.

Africans were brought as slaves from the west coast of Africa to North America. Industries like sugar cane in the Caribbean and cotton in the southern United States needed a large and inexpensive labor force.

2. PROGRESS

a. The Emancipation Proclamation and Civil Rights legislation opened doors to opportunities such as better education, equal employment, voting rights and equal housing. The process of these and other movements have helped forge a new identity for African Americans, contributing to a greater acceptance of self worth.

b. Political power and influence have been expanded by such people as Martin Luther King Jr., Andrew Young and Jesse Jackson. The celebration of Dr. King's birth is testimony to the recognition of African Americans in the social fabric of the United States.

3. CUSTOMS, BELIEFS AND TRADITIONS

a. Clothes - African Americans enjoy dressing well and wearing cultural attire which identifies their cultural roots.

b. Foods - Traditional African American food includes black eyed peas, greens, cornbread, chitterlings, pigs feet, etc. Many of these foods grew out of economic conditions which forced their use.

FACT SHEET U4
AFRICAN AMERICANS

c. Holidays - Holidays celebrated by African Americans include Christmas and Dr. Martin Luther King's birthday.

d. Religion - People from African American cultural backgrounds are generally Christian and Muslim. Music, like gospel singing, is an integral part of worship. Many singers have gained recognition through their gospel singing.

4. CONTRIBUTIONS

a. Arts and Crafts - African Americans have used their talents to create beautiful paintings, murals, leather works, sculptures, clothing and hair designs. They have written and published beautiful poetry and have contributed to the performing arts in significant numbers.

b. Science and Medicine - African Americans have made significant contributions to the field of science and medicine. Dr. Daniel Hale Williams' first open heart surgery, Dr. Charles Drew's blood plasma preservation, Dr. George Washington Carver's chemical products made from the ordinary peanut and Dr. Percy Julian's sterol derivation used to relieve arthritis are a few examples of contributions and achievements by African Americans.

c. Music - This art form is a significant part of African American heritage. African Americans have excelled in the fields of jazz, classical, rhythm and blues and rock-n-roll. All of these types of music were developed in this country.

d. Sports - African Americans have made great contributions to the world of football, baseball, basketball, tennis, ice skating, track and field, and boxing. Some famous athletes are Jackie Robinson, Michael Jordon, Jim Brown, Debbie Thomas, Arthur Ashe, Jesse Owens, Mohammed Ali and Wilma Rudolph.

e. Contemporaries - There are many African American contemporaries such as; General Colin Luther Powell, Chairman of the Joint Chiefs of Staff in Washington DC; Simeon Golar, a New York Judge; Leander J. Show Jr., a Florida Supreme Court Justice; and Margaret Bush Wilson, a Civil Rights Activist.

HANDOUT F

HOW COME?

Dear Ann Landers:
I saw this piece in The Maryfaithful Magazine in Powers Lake, N.D. Author unknown. I hope you think it's good enough to print.
- G.M., Virginia, Ill.

Dear G.M.:
I sure do. Here it is:

HOW COME ?

When I was born I was black. When I grew up I was black. When I'm sick I'm black. When I go out into the sun I'm black. When I die I'll be black. But you:
When you were born you were pink. When you grow up you are white. When you get sick you are green. When you go out in the sun you are red. When you go out in the cold you are blue. When you die you turn purple. And you call me colored?

Dear Readers:
The word colored has been out of use for a long time. It was replaced with black. And now there is a strong move to discard black and use African American. This seems appropriate to me because it gets away from color and designates origin instead. I hope it catches on.

Unit 5 - ASIAN AMERICANS

OBJECTIVE

The student will demonstrate an understanding of the history and geographic origin, customs, beliefs, traditions and contributions of Asian Americans.

REQUIRED MATERIALS and EQUIPMENT

Large world map
U.S. map
Fact Sheet U5
Handout G: Cultural Misunderstanding
Handout H: Like a Star Story
Handout I: Chinese Zodiac Calendar
Workbook: Winning "Justice For All"
Book: Culturgrams: The Nations Around Us (II)
Globe
State map

I. PRESENTATION

Instructor's note: During unit presentation, emphasize appropriate points for final evaluation Handout S: "Cultural Awareness Evaluation."

A. Welcome

B. Attention Getting Activity - Use Handout G "Cultural Misunderstanding" or Handout H "Like A Star" and discuss.

C. History and Geography (Use Culturgrams II as a reference). Briefly discuss the history and geography of Asia.

1. Locate Asia on the world map.

2. Discuss migration of people from Cambodia, Laos, Burma, Thailand and Malaysia to the United States as refugees (Use fact sheet U5).

D. Problems
Discuss problems faced by Asian Americans, by using the information provided under each topic.

1. Prejudice - Many Asian Americans are identified by

their physical features, their names, and often their limited command of English and are treated differently.

2. Stereotypes - Asian Americans are often stereotyped as "boat people" or "Orientals" and are considered to be dishonest, secretive and sneaky.

3. Discrimination - Asian Americans have been denied employment and housing because of their limited use of English.

E. Progress
Point out the progress made by Asian Americans. Despite prejudice, stereotypes and discrimination, Asian Americans are hard working and have excelled in medicine, mathematics, engineering and high technology.

F. Customs, Beliefs and Traditions
Describe the customs, beliefs and traditions of Asian Americans.

1. Clothing - Most Asian American clothes are made of silk and cotton. Some are called Ao Dai or Kimonos.

2. Food - Popular foods include rice, fish, meat, vegetables and fruits prepared in many different ways.

3. Holidays - The predominant holiday is the Chinese New Year between January 21 and February 19. The Cambodian and Laotian New Year falls between April 13 and April 15.

4. Religion - Predominant religions are Buddhism, Confucianism, Taoism, and Christianity.

5. Language - Some languages spoken are Mandarin, Cantonese, Vietnamese, Laotian and Cambodian. The most widely used written language is Chinese in both character and Roman alphabets.

G. Contributions
Discuss the contributions made by Asian Americans.

1. Arts and Crafts - Asian Americans have contributed ballet, silk-screening, sculpture, jewelry and lacquerware to the world.

2. Medicine and Science - Some famous scientists, such as Dong Huu Nguyen and Chien Shiung Wu, have contributed to science through their work as physicists.

3. Music - Lomvong and Rom Vung and the traditional orchestra originated in Laos, Cambodia and Vietnam.

4. Sports - Ping Pong, baseball, Chinese Kung-fu, Judo and Martial Arts originated from this culture. Michael Chang has excelled in tennis.

5. Contemporaries - There are many Asian American contemporaries such as: Daniel K. Inouye, a State Senator; Connie Chung, a national news anchorwoman; Maxine Hong Kingston, a writer; and I(eoh) M(ing) Pei, an architect.

H. Activities (Choose activities as time allows).

1. Distribute handouts and discuss
Handout G: Cultural Misunderstanding
Handout H: Like a Star Story
Handout I: Chinese Zodiac Calendar

2. Use workbook Winning "Justice For All" Student workbook p. 19; Teachers Edition pp. 26-28

II. EVALUATION

The process of evaluating student completion of the unit is left to the instructor's discretion. Emphasize points for the final evaluation Handout S: "Cultural Awareness Evaluation". Instructors may have students discuss the following evaluation topics in small groups, or write answers individually, make oral presentations, or discuss as a class and list on the chalkboard.

A. Have students identify facts of the origin and history of Asian Americans.

B. Have students name a custom, belief, tradition or contribution of Asian Americans.

I. FAMILY

VIETNAMESE	CAMBODIAN	HMONG	LAOS
A. GENERAL 1. The climate is mostly hot, winter is warm and dry, summer is wet. 2. The family is the basis of society, not the individual.	same	same	same
3. Up to 3 or 4 generations live together in one home.	same	same	same
4. Within the family, the wife deals with all household matters. The husband deals with the outside world.	same	same	same
5. The elderly (parents) are supported by married or unmarried children until they die. They prefer to die at home instead of in a hospital.	same	same	same
6. Traditionally, Vietnamese have large families. Small families are now encouraged.	Parents are proud of a large family.	same	same
B. MARRIAGE 1. Children live with their parents until they marry. Men marry between ages of 20 & 30. Women marry between ages of 18 & 25.	Men marry between 20 & 30. Women marry from age 18 & up.	Men marry between ages 15 & 30. Women marry between ages 14 & 18.	Men marry between ages 18 & 30. Women marry between 16 & 22.

VIETNAMESE	CAMBODIAN	HMONG	LAOS
2. As a tradition (not law) a marriage must be approved by parents from both sides. This is true for persons of all ages.	same as Vietnamese	The marriage is usually (65%) approved by both families. Sometimes (35%) the girl lives with the boy without consent of both families.	same
3. After marriage, the wife lives with her husband's family. From that day she "belongs" to her husband's family.	After marriage, the couple can live with either one's family.	same as Vietnamese	Usually after marriage, the couple live with the wife's family.
4. Divorce is legal, but not common. Family conflict is handled by both sides of the family.	Divorce is legal & is encouraged when necessary to avoid discord between both families.	same as Vietnamese	same as Cambodian
5. Brothers and sisters never touch or kiss each other.	same	same	same
6. Young people are not free to do what they want. Young women are under strict supervision. Sex segregation is the common social rule.	same	same	same

VIETNAMESE	CAMBODIAN	HMONG	LAOS
C. DEATH/MOURNING 1. When a person dies, his/her body will be buried underground. If cremation was preferred, the family will comply.	When a person dies, his/her body will be cremated and the ashes will be kept in a pagoda or in the family home.	Burial Underground	same as Cambodian
2. Elderly love their homes and land. They want to die at home not in a hospital or somewhere else.	same	same	same
3. If one of the parents die, the children must traditionally wait for 3 years to marry.	Only 1 year, & a son may become a monk to repay a moral debt from one week to one year.	Children can marry at any time after the day of the funeral.	same as Hmong
4. If the husband dies, the wife must traditionally wait for three years to remarry.	Only 1 year, but many choose never to marry again.	She can remarry at any time.	same as Hmong
5. Husbands can remarry at any time.	same	same	same

VIETNAMESE	CAMBODIAN	HMONG	LAOS
6. Traditional Caste System 1. Scholar 2. Farmer/Fisherman 3. Laborer 4. Businessman	1.King 2.Monk 3.Administrator 4.Technician 5.Businessman 6.Farmer/Laborer	1.Chao Muong (City Mayor) 2.Nahl Kong (Field Deputy for Chao) 3.Tasseng (Leader of 60 to 100 villages) 4.Nhai Ban (Village Leader) 5.Samlen (Secretary to Nhal Ban or Tasseng) 6.Tze Mg (spirit doctor) 7.Qua Te (farmer)	same as Cambodian
7. Traditionally, teachers are more respected than parents for their knowledge and moral virtues.	Parents are more respected than teachers.	same as Cambodian	same as Cambodian

VIETNAMESE	CAMBODIAN	HMONG	LAOS
8. To salute, Vietnamese join both hands against their chest.	Cambodians join hands at different levels to salute: a. Chest level; between equal persons. b. Chin level; to a stranger or older person. c. Nose level; to uncles, aunts, teachers & parents. d. Over head; to a monk or royalty.	Do not join hands or salute. They just bow their heads or shake hands. In shaking hands men hold their right wrist with their left hand to show respect.	same as Cambodian
9. While talking, Vietnamese should not look steadily at respected people's eyes.	same	same	same
10. Women do not shake hands with each other or with men. (shaking hands has become acceptable in the U.S.)	same	same	same
11. Special ranking clothes according to hierarchy. Clothes are mainly made of silk and cotton.	same	same	same
12. Vietnamese never put their feet on a desk when talking to others nor do they touch the head of each other (only the elderly can touch the head of young children).	Same as Vietnamese but only parents can touch the head of their children.	same as Vietnamese	same as Cambodian
13. Kissing in public is not acceptable.	same	same	same

VIETNAMESE	CAMBODIAN	HMONG	LAOS
14. Persons of the same sex may hold hands in public, sleep in the same bed and are not considered to be homosexuals.	same	same	same
15. Incest is punished by law and strongly resented by society.	Incest is taboo, except in the royal family. Incest is punished by local law as well as supernatural being. Social blame of incest often leads to suicide. The corpse of the suicide victim is to be buried, not cremated as usual.	same as Vietnamese	same as Vietnamese
16. Traditional Vietnamese women keep their hair long.	Cambodian women can have any style of hair cut or hair style.	Women always keep their hair long (their hair is never cut).	same as Cambodian
17. To eat, Vietnamese use chopsticks and bowls. The main, popular foods are rice, fish, meat, vegetables and fruits. Style of cooking may vary between cultures.	Cambodians use forks and spoons. City dwellers use chopsticks. Villagers use palm leaves as spoons. The food is the same as Vietnamese.	same as Cambodian	same as Cambodian
18. Lunar year. There are many holidays in a year. New Year is similar to the Chinese New Year calendar, January to February.	Same as Vietnamese. New Year is April 13.	There is only one holiday for the whole year, New Year's Day, following the lunar calendar after the harvest, between December and January.	same

II. RELIGION

VIETNAMESE	CAMBODIAN	HMONG	LAOS
1. About 90% of the population practice ancestor worship or a loose form of Buddhism. (Mahayna School prevails)	99% of the population are followers of Buddha. (The Theraveda Buddist sect prevails)	From 1956 on, American and French missionaries brought Protestantism. About half of the population are now Christians. The other half practice ancestor worship.	same as Cambodian
2. Besides Buddhism, Animism is also popular.	same	same	same
3. Belief in the theory of Karma, i.e., one's present life is predetermined by one's previous life. The cycle of life and rebirth for an individual will only cease when he/she has finally been able to get rid of earthly desires and achieve the state of spiritual liberation.	same	same	same
4. Humans are supposed to live in harmony with nature, not to dominate nature.	same	same	same
5. Spiritualism is dominant in the society.	same	same	same

HANDOUT G

Cultural Misunderstandings

Two male Southeastern Asian Job Corps students walk down the football field holding hands. The non-Asian students frown at them with obvious contempt.

Questions:

1. What's going on here? Are you jumping to conclusions?

2. How do you feel about the situation?

3. If you were a staff member, what would you want to do?

HANDOUT H

LIKE A STAR
Laotian Fable

Three friends were traveling in the Upper Region. One evening they lost their way and at nightfall found themselves lost in the heart of the forest. They were frightened, terribly frightened.

How could they rest without running the risk of being devoured by wild beasts or attacked by robbers? They quarreled for a long time, each one wanting to lie between the two others so as to be less exposed to danger. Finally, one of them found a solution:

"Let us sleep head outward and feet to feet, in the shape of a star," he said.

That is what they did. At midnight, an elephant came towards them. He was stupefied and went off to tell the monkey.

"I have just seen an extraordinary creature. It has three separate heads and feet in the middle of its body."

The monkey wanted to see this wonder, so the elephant led him to the three travelers. He was so frightened of this living star that he ran away at full speed, crying:

"Let us run away! It is the devil! He will eat us up!"

All the wild animals ran away terrified in the way as the monkey, going as far as possible from the three men, who were thus able to pass a very pleasant night.

Discuss different approaches with students as to how they would have survived in this situation.

Compare different approaches in problem solving and survival skills from different cultures.

HANDOUT I
CHINESE ZODIAC CALENDAR

The Chinese Zodiac is based on a twelve year cycle - each year being represented by an animal. Find the year you were born to determine your own sign.

RAT
1912-1924-1936-1948-1960-1972-1984
You are charming, aggressive and a great joiner and partygoer. However, opportunistic you can be very generous to loved ones. Rats make excellent business people.
Favorable sign - Dragon Unfavorable - Horse

OX
1913-1925-1937-1949-1961-1973-1985
Your original, intelligent mind is often hidden in a quiet nature. You like to succeed in all you do and are very trustworthy. Oxen make good farmers or ranchers.
Favorable sign - Rooster Unfavorable - Sheep

TIGER
1914-1926-1938-1950-1962-1974-1986
The luckiest sign. You are hotheaded but have a magnetic character hard to resist. You love to take chances and rebel against authority. Tigers make good secret agents.
Favorable sign - Horse Unfavorable - Monkey

RABBIT
1915-1927-1939-1951-1963-1975-1987
Happy, gifted, discreet and refined you are also ambitious and a bit of a show off. You love a tranquil life and are diplomatic. Rabbits make good attorneys.
Favorable sign - Sheep Unfavorable - Rooster

DRAGON
1916-1928-1940-1952-1964-1976-1988
Bursting with health and vitality you are tenacious, sincere and generous. Quick of temper you are quick to forgive. Dragons make good doctors.
Favorable sign - Monkey Unfavorable - Dog

SNAKE
1917-1929-1941-1953-1965-1977-1989
Beautiful, romantic and with a sense of humor is the snake. You are intuitive and wise but tend to be a bit lazy at times. Snakes make good teachers.
Favorable sign - Ox Unfavorable - Boar

HANDOUT I
page 2

HORSE
1918-1930-1942-1954-1966-1978-1990
You are very popular and good at sports. Ambitious and independent you go your own way. You are attractive to the opposite sex. Horses make good writers or publishers.
Favorable sign - Dog Unfavorable - Rat

SHEEP
1919-1931-1943-1955-1967-1979-1991
Nature loving, elegant and creative you have a tendency to worry too much. You are sensitive and a good friend. Sheep make wonderful actors.
Favorable sign - Boar Unfavorable - Ox

MONKEY
1920-1932-1944-1956-1968-1980-1992
Mischievous and high spirited you are always full of fun. You are bright and friendly, but tend to be opportunistic. You will succeed in any profession. Monkeys make the best politicians.
Favorable sign - Rat Unfavorable - Tiger

ROOSTER
1921-1933-1945-1957-1969-1981-1993
Dreamy and serious you speak your mind and are not afraid of what others think. You are able to make decisions and love to be extravagant, logical. Roosters make good philosophers.
Favorable sign - Snake Unfavorable - Rabbit

DOG
1922-1934-1946-1958-1970-1982-1994
Loyal, honest and trustworthy you inspire confidence in others. At times cynical and critical you will however never let a friend down. You are concerned. Dogs make good Psychiatrists.
Favorable sign - Tiger Unfavorable sign - Dragon

BOAR
1923-1935-1947-1959-1971-1983-1995
Gallant, confident and very sincere in all you do, you are also a bit naive and innocent. Your company is desired by all who recognize your honesty and integrity. Boars make good religious leaders.
Favorable sign - Rabbit Unfavorable - Snake

(Use Chinese Zodiac Calendar from any Chinese carry out restaurant)

Unit 6 - European Americans

OBJECTIVE

The student will demonstrate an understanding of the history and geographic origins, customs, beliefs, traditions and contributions of European Americans.

REQUIRED MATERIALS and EQUIPMENT

Large world map
U.S. map
Fact Sheet U6
Book: Culturgrams The Nations Around Us (I and II)
Globe
Handout J: Guess?

I. PRESENTATION

Instructor's note: During unit presentation, emphasize appropriate points for final evaluation - Handout S: "Cultural Awareness Evaluation".

A. Welcome

B. Attention Getting Activity - Distribute Handout J: Guess? Give students time (3 to 5 minutes) to think about the answers to "Guess?" The aim is to guess the European origin of the item in each square. The handout will be used at the end of class to identify these contributions with specific European origins.

C. History and Geography
Briefly discuss the history and geography of Europe, using the information provided.

1. Locate the countries of Europe on the map. Highlight the countries of England, Germany, Ireland, France, Scotland, Poland, Italy and Greece.

2. Describe the political, economic and social concerns which resulted in European Americans coming to America (e.g., famine, religious persecution, chance to own land and secure jobs).

3. Discuss the early European arrivals and general areas of settlement on the east coast.

4. Discuss the later arrivals through Ellis Island. During the late 1800s the U.S. government established a major port of entry at Ellis Island for the processing of immigrants.

D. Problems
Discuss the problems faced by European Americans.

1. Prejudice - The early colonists were mostly English speaking people. As groups from Ireland, Germany and other countries came to America they spoke their own native language and were considered inferior.

2. Stereotypes - European Americans have been targets of stereotyping in the past and continue to be today. These include "Irish are drunks", "Polish are dumb", "English are stiff" and "Italians are greaseballs."

3. Discrimination - Many European Americans were brought to this country as indentured servants for cheap labor to build this country's railroads, factories, mills and cities. Many lived in slave like conditions. Many have experienced discrimination in terms of housing, employment and education.

E. Progress
Point out the progress made by European Americans. European Americans have begun to be respected for their role in founding this country.

1. They have served as U.S. presidents and leaders who have developed educational, religious, medical and scientific institutions.

2. The Civil Rights Act has helped to provide equal opportunities in housing, education and employment.

F. Customs, Beliefs and Traditions
Describe the customs, beliefs, and traditions of the European Americans, using the book Culturgrams and the following points.

1. Clothing - Every European country has its own folk dress. Most of the people, particularly the younger groups, wear current Western styles.

2. Food - Some European foods are: pasta, quiche, hot dogs, hamburgers, Irish stew, pita bread, bleu cheese, brie cheese, sauerkraut, pretzels, and feta cheese.

3. Holidays - Some holidays observed by European Americans are: St. Patrick's Day - Irish; Oktoberfest - German; Bastille Day - French; Pulaski Day - Polish; and Columbus Day - Italian.

4. Religion - Europeans are fiercely religious and came to this country to seek freedom of worship. They established most of the religious institutions in America. Most Europeans are Christian while others are Jewish.

5. Language - Each European country has its own native language. Although some older Europeans still speak their first language, most now speak only English.

G. Contributions - Discuss the contributions of European Americans (Use fact sheet U6).

1. Arts and Crafts - European Americans have contributed paintings, sculptures, jewelry, perfume, poetry, literature and music.

2. Science and Medicine - Some famous European American contributions in this area are: Alexander Bell for the telephone; Thomas Edison for electricity; Dr. Albert Michaelson discovered a way to measure the speed of light; the Wright brothers for the airplane; Andrew Carnegie for steel; and Jonas Salk for the polio vaccine.

3. Music - Opera, ballads, classical, folk, rock-n-roll, are some contributions of music by European Americans.

4. Sports - European Americans have made many sports contributions such as: baseball--Babe Ruth, Ted Williams, Stan Musial; football--Vince Lombardi, Johnny Unitas; boxing--John L. Sullivan, Rocky Marciano; basketball--Larry Bird; swimming--Mark

Spitz, Gertrude Ederle; and ice skating--Dorothy Hamil, Janet Lynn.

5. Contemporaries - There are numerous European American contemporaries such as: William Webster, the Director of Central Intelligence; Nancy Mallory, Associate Director for Environmental Energy and Natural Resources; and Sandra Day O'Connor, a Supreme Court Justice.

6. Government - European Americans developed the system of government used in this country today.

H. Activities (Choose activities as time allows).

1. Ask students to think about the early settlers and their experiences. Discuss as a class how these people must have felt moving to a new country with no cities, towns, roads, houses, bathrooms, stores, hospitals, or churches.

2. Use Handout J: Guess? Ask students to guess the countries of European origin for the items in each square, allow students to use the fact sheet U6.

II. EVALUATION

The process of evaluating student completion of the unit is left to the instructor's discretion. Emphasize points for the final evaluation Handout S: "Cultural Awareness Evaluation." Instructors may have students discuss the following evaluation topics in small groups, or write answers individually, make oral presentations, or discuss as a class and list on the chalkboard.

A. Ask the students to identify facts of the origin and history of the European Americans.

B. Have students name a custom, belief, tradition or contribution of European Americans.

	ENGLAND	SCOTLAND	IRELAND	GERMAN
CUSTOMS AND TRADITIONS	Religion: Protestant Foods: Hereford beef, potatoes, vegetables Language: English	Religion: Protestant Foods: Scotch, whiskey, scones, shortbread, gingerbread, marmalade, hoagies Language: English (dialect Scotch Brogue)	Religion: Presbyterian Catholic Foods: Irish stew, potato, soda, bread, Irish whiskey Language: English (dialect Irish Brogue) Galec is the language of Ireland	Religion: Catholic Protestant-Martin Luther Foods: Beer, pretzels, hot dogs,sauerkraut, hamburgers Language: German
COMMON NAMES	Locke Smith Dickinson Jefferson Walters Brown Miller Jones	Names which begin with Mc, Mac, McVey, McClure, MacLinn	Names which begin with O and MC (O'Malley, O'Reilly) Kennedy McQuire Murphy Sullivan	Mueller Braun Schneider Meier Schumaker Walters Burger Rell Heinz
MUSIC AND ART	"America" the song Many of our religious hymns Edgar Allen Poe Emily Dickinson	Bagpipes Ballads Folk music Robert Burns-poet	Irish ballads Eugene O'Neil-author F.Scott Fitzgerald	Weyerhaeuser painted Washington crossing the Delaware. Beethoven,Wagner

	ENGLAND	SCOTLAND	IRELAND	GERMAN
SCIENCE AND MEDICINE	The English gave us our language, laws, legal system.George Washington, Abraham Lincoln, Thomas Jefferson, Sir Walter Raleigh, WG Fargo-WellsFargo, Ben Duke-tobacco, Wright Brothers, Drs. Mayo of Mayo Clinic. Contributors-Pitney-Bowes Machines, Coates-Clark thread, Barbara Walters, Wyeth Laboratories, Oldsmobiles, Coleman Stoves/lamps, RJ Reynolds, Holiday Inn, Colgate toothpaste.	Alexander Bell-telephone, Thomas Edison-electricity, Andrew Carnegie-steel, Peter Cambell-Linoleum, Buicks, Marriott Hotels, Delta Airlines, Proctor and Gamble(Ivory soap), Cannon towels, Black & Decker, Thomas Edison, Xerox, Mary Jacobs-Brassiere. Neil Armstrong-Astronaut.	Established many schools and universitys. 12 Presidents are of Irish descent. Irish linen Waterford crystal shamrocks Henry Ford-Model T Mother Jones-Irish Labor Leader John Halland-invented submarine	Albert Einstein, Hans Bethe-Nobel Prize, John Peter Zenger-Printer, chalkboard, kindergarden, chuckwagon, D. Eisenhouwer, Henry Kissinger, Nemitz-WWII hero, Studebaker, Volkswagon, Wurlizter, Harpers Ferry, WVA named for German mack trucks, Goodyear tires.
SPORTS	backgammon darts badminton boxing water skiing Bridge and Whist "Father of American Football"-Walter Chauncey	curling	John L. Sullivan - Boxing	Created gymnastics, bowling, marble games, Lou Gehrig-baseball, Gertrude Ederle-1st woman to swim English Channel.

HANDOUT J

EUROPEAN AMERICANS CONTRIBUTIONS

Directions: In which European country did each item or person listed in the square below originate?

GUESS? Oktoberfest Edgar Allen Poe Bagpipes	GUESS? gymnastics gyros St. Patrick's Day
GUESS? sauerkraut Henry Kissinger Oldsmobile	GUESS? Bastille Day Hamburgers Alexander G. Bell
GUESS? "America" the song Eisenhower Buick	GUESS? Pretzels Thomas Edison Mayo Clinic
GUESS? Albert Einstein beer Eugene O'Neal	GUESS? Neil Armstrong Model T Goodyear tires

Unit 7 - HISPANIC AMERICANS

OBJECTIVE

The student will demonstrate an understanding of the history and geographic origin, customs, beliefs, traditions and contributions of Hispanic Americans.

REQUIRED MATERIALS and EQUIPMENT

Large world map
U.S. map
Tape player
Tape: "Mariachi Vargas de Tecalitlan"
Handout K: Miguel Hidalgo
Handout L: The Aztecs of Mexico
Handout M: Hispanic American Wordsearch
Workbook: Winning "Justice For All"
Book: Culturgrams: The Nations Around Us I & II
Globe
Fact Sheet U7

I. PRESENTATION

Instructor's note: During unit presentation, emphasize appropriate points for final evaluation - Handout S: "Cultural Awareness Evaluation".

A. Welcome

B. Attention Getting Activity - Use Mariachi tape. Have music playing as the students enter.

C. History and Geography

Broadly speaking, Hispanics are people whose ancestry can be traced back to Spain. Most, though not all, Hispanics speak Spanish as their primary language. Hispanics may be from Mexico, Puerto Rico, Cuba, Columbia, or any one of at least a dozen other countries in Central and South America.

Hispanic heritage reflects traditions inherited from Spain as well as from the Maya and Aztec Indians of ancient Mexico. It was influenced by black Africans who were brought to the West Indies, and by the people who lived in the mountainous regions of Central and South America. And over the past 150 years it has

helped shape - and in turn has been shaped by - American life and traditions. Hispanic Americans combine all of these influences, while adding a vibrant uniqueness all their own.

1. Locate Hispanic areas on world map (Mexico, Cuba, Puerto Rico, Central and South America, and Spain).

2. Briefly discuss the migration of groups from Spain and Mexico.

D. Problems
Discuss the problems faced by Hispanic Americans.

1. Prejudice - Many Hispanics are often identifiable by their physical features and Spanish names that differentiate them from Americans of European descent. Speaking Spanish or English with an accent also brings about prejudicial treatment.

2. Stereotypes - Hispanics are often stereotyped as being poor, uneducated, non-English speaking and resistant to becoming "real Americans". Mexican Americans are often called names like "wetback," indicating that they swam the Rio Grande to enter the United States, although many have been here for generations. Puerto Ricans are often called "Spics."

3. Discrimination - Hispanics are often discriminated against in terms of jobs, housing and equal educational opportunities.

E. Progress
Point out the progress made by Hispanic Americans.

Civil Rights Legislation and Affirmative Action opened the doors for equal employment, equal educational opportunities, and equal housing.

F. Customs, Beliefs and Traditions
Describe the customs, beliefs and traditions of Hispanic Americans, by using the information provided after each topic heading.

1. Clothing - Hispanic folk dress is called "trajes folklorico." Each Hispanic country has its own dress and dance traditions for festive occasions (fiestas).

2. Food - Hispanic foods include basic native fruits, vegetables and starches combined with indigenous spices. Examples include chili, tacos, rice, beans, green fried bananas, tortillas and frijoles (beans). European cuisine has also influenced Hispanic foods.

3. Holidays - Most Hispanic holidays are Christian in nature. Many combine native Indian customs and traditions (such as the fiesta) with major Christian holidays or Saint's days. Important holidays for Hispanic Americans include: Dia de los Tres Reyes (Feast of the Epiphany) on January 6; Puerto Rican Emancipation Day on March 22; Cinco de Mayo on May 5; the Feast of San Juan Bautista on June 24; Mexican Independence Day on September 16 and May 5; Feast of Our Lady of Guadalupe on December 12; and Los Pasados on December 16 through 24.

4. Religion - The traditional Catholicism of Spain became the primary religion of Hispanic countries. Protestantism spread as missionaries travelled to Hispanic countries. Regardless of sect, Hispanics remain intensely religious people.

5. Language - The predominant language spoken is Spanish.

G. Contributions
Discuss the contributions of Hispanic Americans.

1. Arts and Crafts - Hispanic Americans have used their talents in making pottery, embroidery, leather work, serapes, jewelry, lacquerware, metal and beadwork. Currently, many young Hispanics are interested in painting murals, silk-screening posters and in other forms of graphic arts.

2. Science and Medicine - Antonia Novelo, a Puerto Rican, was the Surgeon General of the United States; and Agustin Stahl, a Puerto Rican scientist, discovered an early vaccine against malaria.

3. Music - There are various forms of music. The corrido (ballad-type song), mariachi bands, serenades, and salsa are all forms of Hispanic music and dance.

4. Sports - Hispanic Americans have contributed to sporting games such as soccer, golf, handball, volleyball, jai ali, baseball, and bullfighting. Some famous athletes are Chi Chi Rodriguez, Fernando Valenzuela, Nancy Lopez and Roberto Clementi.

5. Contemporaries - There are many Hispanic American contemporaries like Henry B. Gonzalez, State Representative, and Lauro F. Cavazos the Former Secretary of Education.

H. Activities (Choose activities as time allows).

1. Have students complete Handouts K: Miguel Hidalgo, L: The Aztecs of Mexico or M: Hispanic American Wordsearch. These may be completed in small groups, individually, in or outside of class.

2. Use workbook: Winning "Justice For All". Student workbook pp. 15-16; 136-137. Teachers Edition pp. 26, 92.

II. EVALUATION

The process of evaluating student completion of the unit is left to the instructor's discretion. Emphasize points for the final evaluation Handout S:"Cultural Awareness Evaluation". Instructors may have students discuss the following evaluation topics in small groups, or write answers individually, make oral presentations, or discuss as a class and list on the chalkboard.

A. Have students identify facts of the origins and history of Hispanic Americans.

B. Have students name a custom, belief, tradition or contribution of Hispanic Americans.

	CUBA	MEXICO	PUERTO RICO
Origin of Name	Derived from the Indian word Cubanacan meaning "center" or "central place."	Mexico is a name from a word the Aztecs used to describe themselves. The official name is Estados Unidos Mexicanos.	Puerto Rico is Spanish for "rich port," which was named by Ponce de Leon.
Climate/Land	44,218 square miles. Subtropical country. Annual temperature of about 75 degrees Fahrenheit.	mountainous, tropical rain forests and deserts or semi-arid regions.	3,935 square miles of mountains, deserts, rainforests, coastal plains and beaches. Weather is warm.
National Holiday	January 1, Liberation Day	September 16, Independence Day	July 25, Constitution Day and July 4, Independence Day
Currency Used	Cuban Peso	Peso	U.S. dollar
Family Life	In traditional family structure, male has dominant role as head of household.	Very family centered. Traditionally in the family structure the male has a dominant role.	Family centered, where family relatives all live in close proximity.
Language	Spanish	Spanish	Spanish
Religion	Roman Catholic and Protestant	95% Catholic	80% Catholic

	CUBA	MEXICO	PUERTO RICO
Food	paella (chicken, pork, sausages, clams, olives, tomatoes & spices) mixed rice with beans, fried sliced plantain, stewed meat	Mexican food is distinctive in that it is basically Indian style with Spanish influence. enchiladas, tacos, burritos, nachos, chorizo (sausage)	Foods come from a variety of ethnic background including Spanish, Indian and African. Popular dishes include arroz con pollo (rice and chicken) arroz habichvelas(rice and beans) paella (a spicey stew of rice, chicken, seafood and vegetables) and many plantain food. Seafood and tropical fruits are common.
Music	danza habanera, son, rhumba, conga, mambo, guajira, cha-cha-cha, zapateo cubano	Mariachi bands Marimba orchestras La Cumbia El Jarabe La Bamba	The music is a blend of Spanish and African influences. Some music and dances are danza, vals, danzon, bomba, plena, mazurka, guaracha, seis chorreao, bolero, merengue and mambo.
Clothes	straw hat, summer-weight clothing	Reflect Indian and European origins	lightweight clothing
Famous People	Benny Kid Parets, world boxing champion; Camilo Pascual & Sandy Amoros, baseball players; Juan Jose Gomez-Sicre, sculptor; Alicia Alonso, prima ballerina	Joseph Jova, US Diplomat; Nancy Lopez, golfer; Arturo Madrid-Barelai, educator; Henry Cisneros, political leader	Antonio Paoli, opera singer; Amaury Veray, composer

HANDOUT K

MIGUEL HIDALGO (1753-1811)
Father of Mexican Independence

Miguel Hidalgo y Costilla is known as the Father of Mexican Independence. He was born in Guanajuato on May 8, 1753. His early years were spent on a ranch that his father managed. Then Miguel went to school at the famous College of St. Nicholas. He was an outstanding pupil. When he finished his courses, he was asked to stay on as a teacher. Students called him El Zorro, the fox, because he was so smart.

Miguel went on to study at the Royal and Pontifical University in Mexico City. Then, in 1778, he became a priest. He was sent to a country parish in a small town of Dolores. He taught his people many things, from beekeeping to growing grapes.

At that time, Mexico was called New Spain. Many of its leaders had watched the colonies of North America free themselves from England. They wanted the same kind of independence for Mexico. And they were ready to fight Spain for it. Among these leaders was Father Hidalgo. On September 16, 1810, he rang the bells of his parish church. He shouted his battle cry, known as the "Grito de Dolores." After that, there was no turning back for him or for his followers. At first, they won many victories. But then they began to lose. Within a few months, Father Hidalgo and the other leaders were captured, tried, and put to death.

Even after Father Hidalgo died, though, the movement for independence didn't stop. For ten more years, Mexicans fought for their freedom. Finally, in 1821, they won. No one forgot Father Hidalgo's part in it all. Throughout Mexico, statues still honor the country priest who helped begin a new nation.

HANDOUT K
page 2

WORKING ON YOUR OWN

Directions: After you have read the selection, read the questions below. Circle or check off the correct answers to the following questions.

1. Settlements of people in a new country are_____.

   colonies victories statues followers

2. The main idea of the selection is that -

___ Father Hidalgo served as a priest in Dolores.

___ Father Hidalgo helped start Mexico's fight for independence.

___ Father Hidalgo died before Mexico became free.

3. In paragraph three, the word tried means -

   tested attempted given a trial

4. Synonyms are words that have the same, or almost the same, meaning. Example: famous and well-known. Which one of these words is a synonym for student?

   father priest nation pupil

5. Father Hidalgo's early years were spent -

   in jail keeping bees on a ranch teaching

6. Father Hidalgo was a teacher at one time. True False

   Father Hidalgo won the war for independence. True False

   Father Hidalgo is still remembered in Mexico. True False

7. The paragraph that tells when Miguel Hidalgo became a priest is number _____.

HANDOUT L

THE AZTECS OF MEXICO

About six hundred years ago, a large band of Indians was traveling south in a valley. They were looking for a home. They came upon a large lake with an island in the middle. Here they saw an eagle flying with a snake in its claws. The eagle landed on a cactus plant and swallowed the snake. The people thought that this was a special sign. They stopped their travels and built a village on the island.

This story may not be true, but the people were certainly real. Later they came to be called Aztecs. They were once hunters. However, in Mexico they learned from other Indians and became farmers and builders. Their village grew into a large city. Today, the city that stands there is called Mexico City.

The Aztecs made war on other tribes and ruled over them. They sacrificed human beings to their gods. But they also built great temples and palaces of stone in the city. Their streets were paved, and oil lamps lighted them at night. The Aztecs built three bridges from the island to the mainland. They made floating gardens on rafts in the lake.

The capital city had a huge marketplace. Thousands of people came there to shop. They could buy cotton cloth, writing paper, gold jewelry, toys, pots, sandals, and medicines. All kinds of food were sold - meats, fish, fruits and vegetables. Slaves, too, were for sale.

The Aztecs used picture writing to make books. They had a calendar which was divided into five segments. It was carved on a large round stone. The Aztecs were artists and carved many beautiful things in stone.

In 1519, Spanish soldiers came to Mexico. Cortes was their leader. They had horses and guns. At first, the Aztec Emperor Montezuma welcomed the Spaniards, but soon he was made a prisoner. After some bloody battles, the Spaniards took the city. The Aztec empire had ended.

HANDOUT L
page 2

WORKING ON YOUR OWN

Circle the right answer.

1. The main idea of the article is_____.

   The Aztecs beat the Spaniards

   Mexico has a flag

   The Aztecs are an important group of Indians

2. The number of the paragraph that tells about the marketplace is _____.

3. The Aztecs had a calendar. True False

   The Aztecs were not artists. True False

   The Aztecs did not know how to build bridges. True False

4. The Aztecs built their main city _____.

   on a mountain top

   on the shore of a lake

   on an island in a lake

HANDOUT M

HISPANIC - AMERICAN WORD SEARCH

B E N S C V A R R O Z Y A R
G P I J H D O M N W X I B E
U A F R I J O L E S Y R S S
A Q U A C O C O R R I O A P
G U A C A M O L E N T I L I
P A L T N O R S V P H I P R
S T A C O B R B I G A C L U
A R L M A R I A C H I H E T
B O D E G A D R L G O I N H
O D T H I T O R T I L L A S
D E A N N A N I G S L I N T
T P L A T A N O S H I R I N

CLUES

1. Hispanic neighborhood _____
2. Storage area _____
3. Ballad type song _____
4. Type of band originated in Old Mexico _____
5. Beans _____
6. Flat Mexican bread _____
7. Hot pepper or bean stew _____
8. Avocado dip _____
9. Puerto Rican guitar _____
10. Puerto Rican traditional dance _____
11. Rice _____
12. Green banana; plantain _____
13. Mexican-American ethnic name _____
14. Tortilla stuffed with meat and vegetables _____

Unit 8 - NATIVE AMERICANS

OBJECTIVE

The student will demonstrate an understanding of the history and geographic origin, customs, beliefs, traditions and contributions of Native Americans.

REQUIRED MATERIALS and EQUIPMENT

Large world map
U.S. map
Monitor and VCR
Globe
Tape player
Fact sheet U8
Tape: "Following the Circle" by Dik Darnell
Video: "Taking Tradition To Tomorrow" (27 minutes)
Handout N: Native American legend: "The Good Mother Earth"
Handout O: Native American Belief System On The Existence of Man
Handout P: Native Americans of the U.S.
Workbook: Winning "Justice For All"
Book: Culturgrams: A Nation Around Us

I. PRESENTATION

Instructor's note: During unit presentation, emphasize appropriate points for final evaluation - Handout S: "Cultural Awareness Evaluation".

A. Welcome

B. Attention Getting Activity

Read Handout N: Native American legend: "The Good Mother Earth" aloud. Use tape "Following the Circle" for background music during the reading.

C. History and Geography

Briefly point out the history and geography of Native Americans, using the information provided for each topic.

1. Describe how tribes of people came to North America at the end of the Ice Age by travelling across the Bering Strait to Alaska on land that is now underwater (use globe or world map).

2. Show on the world map or globe how or where the first Americans arrived in this country (by the tip of USSR to Alaska).

3. Point out that there were tribes in North and South America by the time Columbus reached the "New World." Since he thought he was in the East Indies, Columbus called the people "Indians." Elicit names of tribes from students.

4. Native Americans first became citizens in 1924.

D. Problems
Discuss the following problems faced by Native Americans.

1. Prejudice - People believe that Native Americans are naturally inferior. Example: It is often believed that if a Native American is considered smart that he/she must have some "white blood." People may have irrational beliefs that Native Americans are "savages" (rape women and children) and "warlike" for defending their homes and lands from white settlers.

2. Stereotypes - Native Americans are stereotyped as a single group, "Indians." Native American tribes are separate and distinct nations. Each has its own particular history, language and culture. Any two tribes can be as different as the United States and Mexico, or England and France. Other stereotyping includes "All Indians are drunks" or "All Indians are hostile fighters." Native American women are stereotyped as "squaw", which white people meant as a work horse.

3. Discrimination - By the late 1870s, almost all Native American nations had been defeated. Their land taken and their spirits broken, they had no place to call their own. Some politicians even suggested that they be destroyed. Others felt that they should be placed on "reservations," areas that were of little or no use to the white man.

E. Progress
Point out the progress of Native Americans. Native Americans were denied citizenship for many years. Since the American Indian movement began in 1961, there

has been an increase in the quantity and quality of programs to care for the needs of the Native Americans.

F. Customs, Beliefs and Traditions
Discuss the customs, beliefs and traditions of Native Americans, using the following points.

1. Clothing - Native Americans made their clothes from the skins and furs of animals. They decorated their clothes with beaded designs, fur, feathers, and dye from fruits and vegetables.

2. Food - Native Americans raised crops, hunted, fished and gathered wild fruits. Native American women were the first working women and the first farmers in the U.S. Common foods were succotash, maize (corn), hominy (white corn), corn chowder, roots, potatoes, peanuts, squash and Indian fry bread.

3. Holidays - American Indian Day is designated to recognize and honor Native Americans. This is neither religious nor ceremonial.

4. Religion - Most Native Americans were converted to Christianity as their lands were settled. Many Native Americans still like to take part in the songs, dances and ceremonies of their ancestors as part of their religious observances.

5. Language - Approximately 400 tribal languages were spoken at the time Columbus arrived in this country. Many tribes today are bilingual. Over half of our state names, mountains, rivers, lakes, streets, towns and cities, are derived from Indian words.

G. Contributions
Discuss contributions of Native Americans.

1. Arts and Crafts - Everything Native Americans used was carefully made and decorated. Their clothing, jewelry, totem poles, weapons, tools, pipes, pots, blankets and canoes were works of art. Today, Native Americans are famous for their baskets, beadwork, pottery and rugs as well as jewelry made of silver and turquoise.

2. Science and Medicine - When many people think of an invention, they think of a machine. Actually, inventions are often simple, useful things. Native Americans invented many things such as the smoking pipe, and discovered the use of coal as fuel. Native Americans have always taken medicine and healing very seriously. Native Americans discovered how to make medicines from plants and animals.

3. Music - Dancing was very important to the Native American culture and still is today. Some dances include the Sun Dance, the Ghost Dance, the Deer Dance and the Rain Dance. Singers and musicians playing drums and a rasp (rattle) accompany the dancers. Native American dancers often wear elaborate costumes, each for different occasions.

4. Sports - Native Americans used sticks, stones, fruit pits, animal bones and leather balls to create games and toys. Some Native American toys are rattles and tops. Forms of Native American games that are played today are Lacrosse and Ice Hockey. Some famous Native Americans are Jim Thorpe and Billy Mills who have excelled in Olympic competitions.

5. Contemporaries - Some contemporary Native Americans include: Maria Ewing, opera soprano singer; Maria Tallchief, Prima ballerina; Timothy Wapato, Commissioner of Native Americans.

H. Activities (Choose activities as time allows).

1. Read aloud Handout O: The Native American Belief System On The Existence Of Man. In class orally lead a discussion and have students answer questions.

2. Complete wordsearch Handout P: Native Americans of U.S.

3. Workbook: Winning "Justice For All". Student workbook pp. 17-18; 58; 98-99. Teachers Edition pp.26-27; 66-68.

4. Use video "Taking Tradition To Tommorrow." Use study guide for discussion. Include traditions and contributions made by Native Americans for the advancement of our nation.

II. EVALUATION

The process of evaluating student completion of the unit is left to the instructor's discretion. Emphasize points for the final evaluation Handout S: "Cultural Awareness Evaluation". Instructors may have students discuss the following evaluation topics in small groups, or write answers individually, make oral presentations, or discuss as a class and list on the chalkboard.

A. Have students identify the facts of the origin and history of the Native Americans.

B. Have students name a custom, belief, tradition or contribution of Native Americans.

FACT SHEET U8
NATIVE AMERICANS

1. HISTORY AND GEOGRAPHY

   Native Americans migrated from Asia to North America, crossing the Bering Strait. Columbus thought he was in the East Indies and called these people "Indians".

2. PROGRESS

   Native Americans formed Tribal Governments to upgrade quality of life, e.g., housing. education and positive recognition.

3. CUSTOMS, BELIEFS, AND TRADITIONS

   a. CLOTHES - Traditional dress consisted of skin and furs, beads, feathers and dye from fruit and vegetables.

   b. FOOD - Succotash, maize (corn), squash and Indian fry bread were some of the foods enjoyed by Native Americans.

   c. HOLIDAYS - Native American Day is designated to honor Native Americans.

   d. RELIGION - Most Native Americans are Christians but participate in the songs, dances and ceremonies of their ancestors.

   e. LANGUAGE - There are over 400 tribal languages. We have incorporated many different words in the English language. For example, over half of our state names originate from Indian words, like Montana and North Dakota. The names of many mountains, rivers, lakes, streets, towns and cities, like Chesapeake and Kicking Horse, also come from Indian words.

4. CONTRIBUTIONS

   a. ARTS AND CRAFTS - Baskets, beadwork, pottery and rugs as well as silver and turquoise jewelry are contributions of the Native Americans.

FACT SHEET U8
NATIVE AMERICANS
page 2

b. SCIENCE AND MEDICINE - Native Americans invented many things including: starting fires without matches; smoke signals; and the smoking pipe. Eskimos invented snow goggles, sleds, harpoons, kayaks and snowshoes. Other inventions are the toboggan and the canoe. Conventional medicine (medical doctors), as well as traditional medicine (medicine men), are combined. According to Indian belief, a person must be in physical, spiritual and mental balance for that person to be totally healthy.

c. MUSIC - Music and dance is very important to the culture. Singers and musicians accompany the dancers. Dancers wear elaborate costumes for different occasions.

d. SPORTS - Lacrosse and ice hockey are just a few of the contributions of the Native American.

e. CONTEMPORARIES - Contemporary Native Americans include: Maria Ewing, opera soprano singer; Maria Tallchief, Prima ballerina; Timothy Wapato, Commissioner of Native Americans.

HANDOUT N

The Good Mother Earth

This is a story in Indian legend which emphasizes the great respect for the land which they love and how they regarded the white man who ruined it.

We all start out in this world as tiny seeds - no different from the trees, the flowers, the winged people of our animal brothers, the deer, the bear, or the buffalo. Every particle of our bodies here today comes from the good things that Mother Earth has put forth. This morning at breakfast we took from Mother Earth to live as we have done every day of our lives. But did we thank our Mother Earth for giving us the means to live? The old Indian did. When he drove his horse near a buffalo running at full speed across the prairie, he drew his bow string back, and as he did so, he said, "Forgive me brother, but my people must live." After he butchered the buffalo, he would take the skull and face it to the setting sun as a thanksgiving and an acknowledgement that all things come from Mother Earth. The Indian never took more than he needed. Today the buffalo is gone. It is very late, but there is still time to revive and discover the old American Indian value of respect for Mother Earth.

You say Ecology. We think the word Mother Earth has a much deeper meaning. If we expect to survive, then we must return to this respect for her. She is very beautiful and already is showing signs that she may punish us for a lack of respect. Also, we must remember that man has been placed in this universe by the Great Spirit above.

Long ago, there lived in this land the American Indian, who respected and valued the land enough that he was never forced to migrate elsewhere. In contrast, the white brother, who came here by the thousands, came because he lived by a different value system than the Indian. The Indian came here thousands of years ago by way of a natural glacier; the white man came because of a social system in Europe that had a few rich controlling the many, many poor.

We, the American Indian, have a way of living that enabled us to live within the great beauty that only the natural environment can provide. Indians had a common value system and a commonality of religion that preserved the great beauty that man definitely needs. Our four commandments from the Great Spirit are : Respect For Mother Earth; Respect For The Great Spirit; Respect For Fellow Man; and Respect For Individual Freedom.

HANDOUT N
page 2

Discuss any or all of the following questions.

Questions:

1. What underlying theme do you find running throughout this legend?

2. What SIGNS was the Indian referring to when he said that Mother Earth is punishing man?

3. How do you think the Indian would explain the way the white man has violated the four commandments of the Great Spirit?

4. How do these commandments compare to the teachings of modern religions?

5. To whom is the Indian referring when he talks of "he", "we", and "she"?

HANDOUT O

The Native American Belief System On The Existence Of Man

To the Indian, everything was part of a Grand Scheme. All events and happenings were according to a predesignated plan. Their beliefs, customs, and traditions developed from this way of thinking. Colors were an important part of the Indians' belief system. Here is an example:

> Our Sacred Colors are red, yellow, black, and white. These colors stand for the four directions - red for the east, yellow for the south, black for the west and white for the north. From the east come the rising sun and the dawning of each new day. From the south comes the warm south winds that cause our Mother Earth to bring forth golden grain to feed our people. The sun goes down in the west at day's end and we sleep to rekindle our bodies for the next day. From the north comes the white winter snow to cleanse Mother Earth and put her to sleep so she may rest and store up energy for a bountiful springtime. All good things come from these directions.

The Indians also explained the existence of the four races of man by using the sacred colors described above. Likewise, the colors green and gold explained the materialistic worldly treasures of the white man's world.

Questions:

1. Describe why you think the Indians would use these colors to explain the four races of man.

2. Why do you think the Indians chose gold and green as the colors of the white man's world?

HANDOUT P

N A T I V E A M E R I C A N S P U Z Z L E

Hidden below are the names of twenty-five Native American tribes. Some are vertical. Some are horizontal. Some are diagonal and some are even backwards. See if you can find all twenty-five.

J O K S N O R E I U Q A Y G

A F N A V A J O M N C B F H

M W A T C O H C B M R W R T

U E I K I C K A P O O Z O O

Y E X E I P F I S H W M E R

I K V N H O P I B A U E L I

M O R N X E W R W W V T O A

S R S E S E W A G K I U N T

Y E E Y M H T X C K K I I O

T H N E R C P H V L U A M O

H C E H P A I F B T R P E F

B A C C G P T F X U O I S K

I Y A N P A F U W C P E Y C

N U I E I D X O L B E U P A

U G W M M M U V K U A S I L

Z A L Q A E N O H S O H S B

D M A H D O O A N O H O T Z

Apache, Blackfoot, Cayuga, Cherokee, Cheyenne, Chippewa, Choctaw, Crow, Hopi, Kickapoo, Kiowa, Mohawk, Navajo, Paiute, Pima, Pueblo, Sauk, Seminole, Seneca, Shoshone, Sioux, Tohona O'odham, Yaqui, Yuma, Zuni

Unit 9 - AMERICAN WOMEN AND MEN

OBJECTIVE

The student will demonstrate an understanding of the traditional and changing roles of American women and men and their customs, beliefs, traditions, rights, responsibilities and contributions.

The student will recognize the importance of good relationships with people at work, home and in the community.

REQUIRED MATERIALS and EQUIPMENT

Large world map
U.S. map
Video "She's Nobody's Baby" (37 minutes)
Handout Q: Blueprint For Successful Relationships
Workbook: Winning "Justice for All"
Globe
Monitor and VCR

I. PRESENTATION

Instructor's note: During unit presentation, emphasize appropriate points for final evaluation - Handout S: "Cultural Awareness Evaluation."

A. Welcome

B. Attention Getting Activity - Ask the question "What is the role of women today? What is the role of men today? Has it always been this way?" Start the video "She's Nobody's Baby" while the students are considering this question.

C. History

1. Discuss the traditional roles of women and men

a. Women were wives, mothers and homemakers with minimal education.

b. Men were breadwinners and recipients of education and technical training.

2. Discuss changing roles of women and men.

   a. Women are heads of households, appear in larger numbers in the workforce, and have greater access to higher education. Many women are choosing non-traditional jobs in the work force.

   b. Some men are choosing non-traditional jobs, like nurses and secretaries.

D. Problems
   Discuss prejudice, stereotypes and discrimination as they relate to women and men.

   1. Women were not permitted to vote, were considered to be the weaker sex, received unfair wages for the same work and had limited purchasing power.

   2. Men were poor providers for their families, maintained poor health habits, were chauvinists, and were motivated by financial greed.

E. Progress
   Discuss progress made by women and men.

   1. Women have gained the right to vote, receive better pay, work in non-traditional jobs, have greater purchasing power and have the right of ownership.

   2. Men have demonstrated an acceptance of women as equal partners, have accepted household responsibility and have improved health.

F. Customs, beliefs and traditions

   1. Discuss dating, interracial dating, curfews, chaperons, chivalry and reverse chivalry as they relate to women and men.

   2. Discuss equal pay for equal work, freedom from sexual harassment, right to choose an occupation, right to say no for both men and women.

3. Discuss responsibilities concerning both women and men in relation to mutual respect, self esteem, sharing, caring, verbal and nonverbal communication, financial management, birth control and child rearing.

G. Contributions

1. Arts and crafts

a. Many women have contributed to the arts including Mary Cassat, Malvina, Grandma Moses, Georgia O'Keefe for their paintings and sculptures.

b. Many men have contributed to the arts including Frank Lloyd Wright (famous architect) and Norman Rockwell (famous painter).

2. Science and medicine

a. There have been many contributions by women, including: Lisa Meither (scientist atomic fission); Sally Ride (space scientist and astronaut); Clara Barton (founder of the American Red Cross); and Margaret Meade (famous anthropologist).

b. There have been many contributions by men, including: Dr. Charles Drew(blood plasma), Jonas Salk (polio vaccine) and Albert Einstein (Theory of Relativity).

3. Music

a. Many women have contributed to music including Diana Ross (rhythm and blues), Gloria Estevan (pop), Marian Anderson (classical) and Loretta Lynn (country).

b. Many men have contributed to music including Michael Jackson (pop), Jose Feliciano (pop), Duke Ellington (jazz), Kenny Rogers (country) and George Straight (western).

1

4. Sports

a. Florence Joyner "Flo Jo" Griffith (track and field), Billy Jean King (tennis), Nancy Lopez (golf), Bernice Gera (first woman umpire), all have contributed to the field of sports.

b. Jackie Robinson (baseball), Larry Bird (basketball), O.J. Simpson (football), Arthur Ashe (tennis), Fernando Valenzuela (pitcher, L.A. Dodgers), Jim Thorpe (U.S. Olympic track) have contributed to sports.

H. Activities (Choose activities as time allows).

1. Discuss marriage and family life in terms of shared responsibilities (household and financial), caring and sharing, and planned parenthood.

2. Develop various Role Playing activities - "Proposal of Marriage" (role reversal-- young woman proposes marriage to young man).

3. Use Winning "Justice For All" and choose activities from the following pages. Student workbook pp. 48-68; 78-90; 102-123. Teachers Edition pp. 40-47.

4. Distribute Handout Q: Blueprint for Successful Relationships.

II. EVALUATION

The process of evaluating student completion of the unit is left to the instructor's discretion. Emphasize points for the final evaluation Handout S: "Cultural Awareness Evaluation." Instructors may have students discuss the following evaluation topics in small groups, or write answers individually, make oral presentations, or discuss as a class and list on the chalkboard.

A. Have the students give an example of one traditional and one non-traditional role of American women or men.

B. Have the students give an example of a behavior to foster a positive relationship at work, home or in the community.

HANDOUT Q

BLUEPRINT FOR SUCCESSFUL RELATIONSHIPS

Directions: Provide appropriate answers.

1. I plan to _____.

   A. marry B. remain single

2. A. I will be the boss.
   B. My spouse will be the boss.
   C. We will make decisions together.

3. A. One of us will work outside the home
   B. Both of us will work outside the home.

4. A. One of us will make the budget and pay the bills
   B. Both of us will make the budget and pay the bills.

5. We _____ the responsibility for birth control, household chores, meals and child care.

   A. will share B. will not share

6. My spouse and I will work out problems by _____
_____.

7. I want my spouse to respect me by _____
_____.

8. I will show respect for my spouse by_____
_____.

9. Bosses (do) (do not) have the right to ask "special favors" of an employee.

10. Women (do) (do not) deserve "equal pay for equal work".

Unit 10 - "LIVING TOGETHER"

OBJECTIVE

The student will gain a greater appreciation of his or her own culture, as well as an understanding of and respect for the similarities and differences of other cultures and the importance of living and working together.

REQUIRED MATERIALS and EQUIPMENT

Large world map
U.S. map
Monitor and VCR
Pamphlet "Preamble to the Constitution"
Handout R: Constitutional Rights
Handout S: Cultural Awareness Evaluation
Video: "Living in the U.S."(15 minutes)
Tape: Duke Ellington "Take The A Train"
Globe
State map
Tape player

I. **PRESENTATION**
Instructor's note: During unit presentation, emphasize appropriate points for final evaluation - Handout S: "Cultural Awareness Evaluation."

A. Welcome

B. Attention Getting Activity - Briefly play jazz music and explain that this music has its origin in Black culture with contributions by Europeans and Hispanics. It thus typifies the "salad bowl theory" from unit 1.

C. Teacher discusses that we are unique people.

1. Review immigrant origins and their migration to this country.

2. Discuss the notion of continuing to reach for the ideal, which is the foundation of our country using:

a. "The Preamble" and the "Bill of Rights"(Pamphlet "Preamble to the Constitution").

b. Review the "Salad Bowl Theory"(from unit 1).

D. Activities (Choose activities as time allows). Possible activities may be completed by drawing names for discussion, skits, word scrambles, charades, group projects, presentations from group, switch cultures.

1. Have students name contributions and contributors from each major cultural group covered in class.

2. Use the video "Living in the U.S.". Use study guide for questions. Include the geographic, economic, and cultural regions across the United States.

3. Read and discuss Constitutional Rights for all citizens (Use Handout R).

II. **EVALUATION**

All students must complete Handout S: "Cultural Awareness Evaluation" for class completion. Have instructor read aloud each line as students complete the sentences. Allow adequate time for students to complete the handout.

HANDOUT R

CONSTITUTIONAL RIGHTS

If you are a member of a minority group, the odds are high that you have been discriminated against sometime in your life, or that you will encounter discrimination some time in the future. If you know your rights, however, you can protect them. This handout tells you what laws prevent discrimination and your rights to have them enforced. It contains essential information for all citizens.

CONSTITUTIONAL RIGHTS FOR ALL:

The Bill of Rights, composed of the first ten amendments to the Constitution insures basic human and civil rights to all Americans. The Bill of Rights provides freedom of speech, press, assembly, religion, immunity from arbitrary arrests, illegal searches, a fair trial by jury, no excessive bail, or unusual punishments.

HOW RIGHTS WERE DENIED:

Even with these amendments, however, discrimination continued. Many states bypassed federal laws by enacting state laws that undermined the human and civil rights guaranteed to all citizens in the Constitution.

CIVIL RIGHTS LEGISLATION:

1. The 1964 Civil Rights Act made it illegal to deny a person access to public accommodations, hotels, restaurants, or recreation areas - because of his or her race, color, religion, or nationality.

2. The 1965 Voting Rights Act aimed to protect the right of all citizens to register and vote through federal regulation of the voting procedure.

3. The 1968 Civil Rights Bill prohibited discrimination in the sale or rental of all housing in this country. It protects the rights of the person to attend school, work, and be active in Civil Rights without harassment. The 1969 Voting Rights Act extended the 1965 act for five more years. It also amended the previous act by requiring that states prove that they had not used any literacy test during the last ten years to deny anyone the right to vote.

The Equal Opportunity Act of 1972 gave the Equal Employment Opportunity Commission which was established by the 1964 Civil Rights Act, the power to enforce the law through Federal District Courts.

Handout R.2,

CONSTITUTIONAL RIGHTS

Legal problems or a problem with a landlord can be referred to Legal Services. The one nearest you will be listed in the phone book.

WHERE TO GO FOR HELP AGAINST DISCRIMINATION AT THE FEDERAL LEVEL

Call or Write:

DESGREGATION OF PUBLIC FACILITIES:

Community Relations Service
550 Friendship Blvd.
Chevy Chase, Md.
(301) 492-5929

DESGREGATION OF EDUCATION:

Equality of Educational Opportunity
National Advisory Council
1325 G. St. NW
Washington DC
(202) 724-0221

Special Services
Washington DC
(202) 724-4260

DISCRIMINATION IN EMPLOYMENT:

Equal Employment Opportunity Staff
Washington DC
(202) 634-6966

Special Counsel for Immigration Related to
Unfair Employment Practices
Washington DC
(202) 653-8121
800-255-7688

DISCRIMINATION (GENERAL) Discrimination Complaint Intakle
(202) 939-8740

Justice Department
Civil Rights Division
10th & Constitution Ave. NW
Washington DC
(202) 633-2000

Handout R.3

CONSTITUTIONAL RIGHTS

DISCRIMINATION IN HOUSING:

Fair Housing and Equal Opportunity
Washington DC
(202) 755-5735

Hotline 426-4542

DISCRIMINATION IN PUBLIC ACCOMMODATIONS (HOTELS, ETC.)

Civil Rights Division
Washington DC
(202) 633-2000

REGIONAL

WHERE TO GO FOR HELP AGAINST DISCRIMINATION IN YOUR CITY OR STATE

At state and local levels there are various agencies, sometimes called "Human Relations", "Human Rights", or "Commission Against Discrimination". The exact name varies from place to place. Check your local phone book under "State of...", "County of...", or "City of..." listings, or contact the U.S. Community Relations Service for help in locating the right agency.

On center, if you have questions concerning your constitutional rights, contact the center's Equal Employment Officer (EEO).

HANDOUT 8

CULTURAL AWARENESS EVALUATION

Complete each sentence in your own words.

1. The thing I like best about myself is_____

_____.

2. I am proud of my cultural group because _____

_____.

3. One contribution, idea or person I appreciate from each American cultural group is:

African American _____.

Asian American _____.

European Americans _____.

Hispanic Americans _____.

Native Americans _____.

American Women/ Men _____.

4. I am glad I live in America because _____

_____

_____.

5. My contribution to my country may be _____

_____.

6. I have improved my attitude toward life by _____

_____

_____.

7. I get along with all kinds of people because

_____

_____.

OPTIONAL UNIT - CARIBBEAN UNIT

OBJECTIVE

The student will have a better understanding of the Caribbean Islands.

MATERIALS and EQUIPMENT

Large map of the Caribbean Islands Globe

I. PRESENTATION

A. Welcome

B. Attention Getting Activity - Play calypso music or view a video about the Caribbean Islands. Videos may be obtained from local tourist information, travel agencies, or library.

C. History and Geography
Briefly discuss the history and geography of the Caribbean Islands

1. Locate the Caribbean Islands.

2. Discuss the climate, land and history of the Caribbean people.

D. Discuss the culture and people of Jamaica, Bahamas and Virgin Islands, using the following background information.

JAMAICA is located south of Cuba and 340 miles south of Florida. Eighty percent of the island is mountain. The average rainfall is 77 inches. Temperatures ranges from 80-90 degrees.

Jamaica's original inhabitants were the Arawak Indians. They called the island Xamayca, or "island of springs". Columbus discovered the island in 1494. The Spanish occupied the island until 1655, when it was captured and colonized by the English. The emergence of sugar cane plantations created a need for slaves and the importing of slaves became common. Slavery was abolished in 1838.

The rebellion of 1938 united workers and sparked social change. In 1944 a new constitution was written ending British rule and granting adult suffrage. Full independence was achieved in 1962.

Industries include bauxite/alumina, tourism, manufactured goods, coffee, sugar cane, and bananas.

Jamaican food is generally spicy. Popular foods in the diet include ackee, salt fish, rice, peas, jery pork, jerk chicken, meat patties, stew peas (beans), and tropical fruits.

Family relations combine western family norms and those of local origin. Upper and middle class families follow western culture. In the lower socio-economic classes women have many children by "baby fathers". Most of these women are not married and there is little or no stigma attached to this. It is believed that men must produce a child to prove their virility. Females must give birth to prove themselves worthy of male attention.

The language spoken is English, only it is done so in "patois" or creole dialect. Beckoning is done by clapping hands, making a "psst" sound, or tapping on something. Abundant hand gestures and loud voices are the norm and do not necessarily indicate anger.

Holidays celebrated include New Year's Day, Ash Wednesday, Good Friday, Easter Monday, Labor Day (May 23, when Jamaicans work on community improvement), Independence Day (first Monday in August), National Heroes' Day (the third Monday in October), Christmas, and Boxing Day (December 26).

BAHAMAS an independent country composed of an archipelago of some 700 islands and 2,00 islets and innumerable reefs. The commonwealth of the Bahamas, a former British colony, has been an independent state since July 10, 1973. Their history has been long and exciting with memories of the discovery era through the wilder times of piracy.

Christopher Columbus discovered San Salvador on Watling's Island on October 12, 1492. The Spanish later transported the Island inhabitants to work the mines in Cuba and Hispaniola (Dominican Republic and Haiti). In the 16th century the islands came to be regarded as a British Domain and remained so for 40 plus years. Continual problems of marauding pirates, who used the Spanish who raided the settlements prevented a government from being formed. In October 1717 the island was surrendered to the British Crown. By 1718 the pirates had surrendered and a regular administration was established.

Most (90%) of the people are of African or of mixed Afro-European origin. The predominant religions are the Church of England and Roman Catholic. A characteristic song is the "goombay", a narrative like the calypso, but often a simple couplet sung to a complicated rhythm played on drums, maracas and guitar. Firedances are also popular.

The climate is ideal with an average of 76 degrees and rainfall of 42-45 inches per year. The first inhabitants were the Arawak from South America and the Siboney. Both became extinct through the work in Spanish mines, sugar mills and explosure to European disease.

Foods produced on the islands include bananas, pineapples, tomatoes, onions, cabbage, cucumbers and avocados. Pigeon peas and beans are popular items of the Bahamian diet. Fish from the surrounding waters is plentiful. Industry in the Bahamas includes sugar, cement, rum, medicines and oil refining. The islands suffer from lack of skilled labor. The most important locally based industries are argonitl and solar salt. Tourism is the Commonwealth's most important industry. Fishing is one of the island's greatest attraction.

Holidays celebrated in the Bahamas include New Years Day, Good Friday, Easter Monday, Commonwealth Day on May 24th, Whit Monday, Labor Day on the 1st Friday in July, Emancipation Day on the 1st Monday in August, Discovery Day on October 12, Christmas Day and Boxing Day on December 26th.

VIRGIN ISLANDS a group of some 100 small islands lying between the Caribbean Sea and the Atlantic Ocean east of Puerto Rico. They are divided into the Virgin Islands of the U.S. (the former Danish West Indies) and the British Virgin Islands.

Christopher Columbus, noting the great number of islands when he discovered them in 1943, named them after Saint Ursula and the 11,000 virgins who shared her legendary voyage. During the next century the Spaniards killed or drove out the native Arawak and Carib Indians. The first permanent European colonies were founded by the Danes and the English in the 17th century. At that time Africans were brought to work on the European plantations. While the islands were claimed for Spain, it was Denmark who established the settlement of St. Thomas. Later they took possession of St. John and purchased St. Croix from the French. The Danes controlled these Islands until 1917, when the Danish sold them to the United States. Today the overwhelming majority of Virgin Islanders are of African descent.

All the islands are rugged and hilly. Petroleum products, rum and perfume are its chief exports. The principle crop is sugar and its by product rum. Tourism is still the most important factor in the economy. While the soil is fertile only a small amount of cattle, chicken, fruits and vegetables are produced. Local cuisine include fish, tomatoes, peppers, onions, fungi (foon-gee, okra and corn meal), and special soups (kalaloo and bullfoot).

The climate is warm with an average temperature of 78 degrees and a range of 70-90 degrees. Rainfall averages 40-60 inches a year. The official language is English while French and Spanish are still heard.

Language in the Virgin Islands is unique. The dialect spoken there is called English Creole. It is derived from syntax and vocabulary of the Danish, Dutch, Spanish, French, Portuguese, and African languages. (Example: If you watch your weight you "tink it a good ting to be tin.")

Holidays celebrated are the same as the U.S. and Three Kings Day on January 6, Transfer Day on March 31, a carnival is held in St. Thomas every April, Emancipation Day on June 3, Old Years Day on December 31.

E. Activities

1. Have students research a custom from one of the Caribbean Islands.

2. Have students design a travel brochure to the Caribbean Islands.

II. Evaluation

Instructors may have students discuss the following evaluation topics in small groups, or individually, make oral presentations, or list on the chalkboard.

A. Have students identify facts of the origin and history of Caribbean Islanders.

B. Have students name a custom, belief, tradition or contribution of Caribbean Islanders.

ONGOING PROGRAMS

The ongoing program is an important facet of the Intergroup Relations (IGR) Program. It is in this phase that the affective behavior of students will be observed, to determine if positive changes have occurred and if program goals have been attained.

All Job Corps centers are required to have an IGR committee for a successful IGR program. Phase III, the ongoing program, is directed by an IGR committee and includes monthly activities for the calendar year based on ethnic holidays, celebrations and significant events.

The Center Director must appoint an intergroup relations committee including staff (with representatives from education, vocational training, residential living, counseling, recreation, health and administration areas) and students to plan and implement the Intergroup Relations Program. The committee must meet monthly and make available minutes of meetings to all staff and students. These planning sessions may be luncheon meetings, held at the end of the class day, etc. The committee will:

- Plan activities for leisure time relating to the customs and interests of a variety of racial/ethnic groups and of men and women.
- Plan an orientation to the community, to include a description of local government, recreational facilities, places of worship, ethnic makeup of the community and other pertinent information for the students.
- Have a continuing and scheduled calendar of programs on intergroup relations involving all staff and students.
- Provide training for all center staff on issues relating to the Intergroup Relations Program at least annually.
- Be involved with problem solving and coping with racial discrimination and sexual harassment.
- Explore and develop constructive approaches to ameliorate intergroup problems.

- Provide direction on the planning of cultural events on and off center.

- Ensure that planned activities are conducted, at least on a monthly basis.

- Ensure ongoing lesson plans are used consistently throughout the center. This may be done by individual teachers or in group assembly.

ETHNIC HERITAGE AND MULTICULTURAL CALENDAR

Ethnic Heritage Calendar

Each center will develop a special events calendar which, at a minimum, will include the monthly designated lesson plan and may include ethnic celebrations, designated heritage months, national holidays, etc. Centers are strongly encouraged to expand on these monthly activities. Each month provides an opportunity for centers to show films, identify books about ethnic groups, and serve special meals. Monthly activities have been provided in the on-going phase to explain the celebration of various holidays.

The Job Corps Ethnic Months of January, February, March, April, June, July, September and October have designated ethnic/ cultural months for centers to recognize and celebrate. Required lesson plans are provided for these months.

Remember, holidays are widespread within ethnic groups and, in many instances, celebrated regionally rather than by the entire group. For example, among American Indians there are over 300 communities (reservations, pueblos, ranchera, villages) in the United States. Each community has its own pattern of living; its own folklore, myths, poetry; its own religion; its own history before and after the coming of the white man; its own set of heroes and enemies. A holiday which is important to one tribe may not necessarily be important to another.

A similar situation exists in the selection of other ethnic holidays. Included in this section are those holidays which are observed by most members of an ethnic group. Centers must take into consideration their needs based on the ethnic make-up of their center when planning special events.

In highlighting special days, instructors may invite suggestions about holidays celebrated by the students. It is important to bear in mind that not every member of an ethnic group will be familiar with each of the holidays.

A sample calendar is provided as a reference. Centers may reproduce copies of the sample calendar or may create their own, for distribution on center. Copies should be displayed in appropriate areas (dorms, classrooms, etc.).

Job Corps Ethnic Months

The months of January, February, March, April, June, July, September and October have been designated ethnic/ heritage months for centers to recognize and celebrate.

JANUARY - Asian American Heritage Month

FEBRUARY - African American Heritage Month

MARCH - Women's History Month

APRIL - International Month

MAY

JUNE - Caribbean Heritage Month

JULY - European Heritage Month

AUGUST

SEPTEMBER - Hispanic American Heritage Month

OCTOBER - Native American Heritage Month

NOVEMBER

DECEMBER

Required lesson plans have been provided for use by all instructors on dates designated by the IGR committee. If the center has developed a lesson plan which reaches the same objectives they may use them. This lesson plan must be written and have a similiar format to justify using a different lesson plan. A lesson plan must be conducted on designated ethnic months. Schedule lesson plans close to the date of the event recognized.

Multicultural Calendar

Following the ethnic heritage lesson plan is a multicultural calendar which includes multiethnic activities. The calendar can be the means of introducing your students to various ethnic groups. Celebrating the birthdays of specific men and women can bring these people to life as students learn about their

contributions. Focusing on events significant in the history of various ethnic groups in the United States is an effective way of informing students about our multiethnic heritage.

A sample calendar is provided as a reference, supported by suggested activities. Suggested supplementary activities are provided next to the dates recognized.

Variable Dates

Listed here are holidays or events that fall on different dates each year. Add them to the appropriate months. Note also that many holidays are celebrated on a Monday or Friday to provide a holiday weekend.

United States Holidays or Special Days

Mother's Day	2nd Sunday in May
Armed Forces Day	3rd Saturday in May
Memorial Day	last Monday in May
Father's Day	3rd Sunday in June
Labor Day	1st Monday in September
Election Day	1st Tuesday after 1st Monday in November
Veteran's Day	4th Monday in October
Thanksgiving Day	4th Thursday in November

JANUARY

JANUARY LESSON PLAN

ASIAN AMERICAN HERITAGE MONTH

CHINESE NEW YEAR HOLIDAY

OBJECTIVE:

The student will gain an appreciation and understanding of the popular holiday celebrated by Asian Americans.

I. PRESENTATION

A. Welcome
January is Asian American Heritage month. Today, we are going to talk about the popular holiday, Chinese New Year.

B. Lecture and Discussion
Read or paraphrase the items below to lead a discussion.

Origin - This holiday began in China 5000 years ago. It falls on the 20th day of the first moon (anywhere from January 21 to February 19). The New Year Feast is called TET. On this occasion houses are swept clean to symbolize the end of the old and the beginning of the new year. They are then specially decorated with flowering branches.

Significance - The significance of this holiday is that everyone is one year older on TET. It is a time to pay homage to ancestors and visit family and friends. It is usually a 3-day celebration, although there is only one official day. The festival includes dragon dancing, lantern lighting, parades and fireworks.

Food - Meals such as special rice, egg rolls, sweet and sour pork, stir fried vegetables, rice cakes, noodles and tea are some of the foods eaten during this holiday. Watch for our special menus prepared in celebration of Asian Heritage month.

Many Asian Americans celebrates this holiday, including our students from Cambodia, Vietnam and Laos. Some of our students came to the U.S. as refugees. When South Vietnam fell in the early 1970's, millions of people

from Cambodia, Vietnam and Laos were killed. The desire to live and have freedom, forced those who survived the hardship to relocate to other countries.

C. Activities
After the lecture to stimulate discussion, use any or all of the following questions.

1. How is Chinese New Year celebrated?
2. Name the special foods eaten during this holiday?
3. Name some of the reasons that Asian Americans came to this country.

II. CONCLUSION

Wrap up by emphasizing the importance of being tolerant, sensitive, living together in harmony and showing empathy to people of all races.

JANUARY LESSON PLAN

DR. MARTIN LUTHER KING, JR. HOLIDAY

OBJECTIVE

The student will gain an appreciation of the contributions to humanity by Dr. Martin Luther King, Jr.

I. PRESENTATION

A. Welcome
Today we will be doing something slightly different. We will be discussing Dr. Martin Luther King, Jr. and some of his contributions to mankind. Ask students some questions regarding what they know about him and his contributions.

B. Lecture or Discussion
Read or paraphrase the items below to lead a class discussion.

Origin - In 1955 Dr. Martin Luther King Jr. received a telephone call informing him that a lady named Rosa Parks had been jailed in Montgomery, Alabama for refusing to give up her bus seat to a white male passenger. Thus, Dr. Martin Luther King, Jr. became involved in the Civil Rights Movement.

Dr. King was born in Atlanta, Georgia on January 15, 1929; became a Baptist minister and earned a Doctorate of Philosophy. He was a leader of the non-violent movement which helped to change social injustices, such as segregation, discrimination and prejudice. His goal was to secure equal justice for all.

On August 28, 1963, he stood before the Lincoln Memorial in Washington D.C., with hundreds of thousands of people straining to hear his words and a million more watching on television.

In his great "March on Washington" speech, he said: "I have a dream that..... little children will one day live in a nation where they will not be judged by the color of their skin, but by the content of their character...".

On April 4, 1968, while he was in Memphis, Tennessee, to help put together another march to protest more social injustice, he was shot and killed.

Significance - Today, his birthday is a national holiday. The significance of this holiday is that through good leadership, participation and the use of peaceful action, all citizens of this nation can impact change personally, socially and educationally. The social changes Dr. Martin Luther King Jr. achieved were not only for black people, but for all races.

There is still more work to be done in this area to bring our nation together in harmony.

C. Activities (Select as appropriate)

1. Have a discussion on the above:

   a. Ask students what is the main idea of this topic.

   b. When is Dr. King's birthday?

2. Have student list Dr. King's contribution to humanity.

3. Ask students for ways to reduce tension between people.

4. Ask students what the significance of the lesson is for them as students on Center.

II. CONCLUSION

A. Summarize by restating the importance of Dr. King's non-violent approach to improve social injustices for all races.

MULTICULTURAL CALENDAR AND SUPPLEMENTARY ACTIVITIES

JANUARY - MULTICULTURAL CALENDAR

1 New Years Day Emancipation Proclamation, 1863. Haiti Independence in 1804. Commonwealth of Australia established in 1901.	2 Emma, Queen of Hawaii birthday, 1836-1885.	3	4 Burma Independence Day. Louis Braille birthday, 1809-1852. Jacob Grimm birthday, 1785-1863.	5 George Washington Carver Day, 1864-1943. Sissieretta Jones birthday black singer, 1869 -1933.	6 Celebration of King's Day, Pueblo Dances. Three Kings Day,	7
8 Charles de Gaulle became president of France, 1959.	9	10 First U.N. General Assembly in London, 1946. League of Nations founded, 1920, Geneva.	11 Eugenio de Hostos, a Puerto Rican patriot, 1839-1903. Chad National Day.	12 Adah Thomas, black nursing leader birthday, 1863-1943.	13 Charlotte Ray, first black woman lawyer, birthday, 1850-1911.	14 Carlos Romulo, Philippine leader birthday, 1901. Albert Schweitzer birthday, 1875-1965.
15 Martin Luther King, Jr., black minister and civil rights leader, 1929-1968.	16	17 Anton Chekov, 1860-1904	18	19 Paul Cezanne, 1839-1905	20	21 Fanny Jackson-Coppin died, 1913, Black educator. Eliza Snow(Smith), 1804-1887, "Mother of Mormonism".
22	23 24th Amendment barred poll tax in federal elections, 1964. Amanda Smith, 1837-1915, Black evangelist	24 Eva del Vakis Bowles, 1875-1943, Black youth group leader.	25 Florence Mills, 1895-1927, Black singer and dancer	26 Republic of India established, 1950	27 Vietnam War ended, 1973. Wolfgang Mozart birthday, 1759-1796.	28 Auguste Picard birthday, 1884-1962.
29	30 Mohandas Gandhi (India) killed 1948. Franklin Roosevelt birthday, 1882-1945.	31				

JANUARY ACTIVITIES

ASIAN AMERICAN HERITAGE MONTH

This month plan activities to celebrate Asian American Heritage month throughout the center. Example activities include: Asian food served in the cafeteria, a dance, guest speaker, Asian cultural field trip, or a cultural play.

Suggested activities are provided next to the dates recognized.

DATE ACTIVITY

1 The name of this month comes from the Roman god Janus, who had two faces and looked back into the past and forward into the future. Janus guarded doorways and had special charge over the beginnings of undertakings. It is very appropriate, therefore, to take time at the beginning of the year to consider where we have been and where we are going. Talk with the students about the history of this country. Have them list ways in which the country has changed e.g., inventions, attitudes, and people. Ask them to think about what might change in the future for our country. What would they like to see happen? Will people be different? What would they like in their future? Use the excitement of speculating about the future to show the importance of finding the roots of the future in the past.

10 Discuss the difference between the League of Nations and the United Nations. How did the United States get involved in each? Find out what the United Nations does. Students can write to the different groups (WHO, UNESCO, UNICEF) for information on their work and material to use in multicultural studies.

World Health Organization, Avenue Appia, 1211 Geneva 27, Switzerland

UNESCO, 7 and 9 Placedefontenoi, 75700 Paris, France

UNICEF, 866 United Nations Plaza, New York City, NY 10017

15 Discuss with the students the quote "I have A Dream" by Martin Luther King, Jr. What was the context of this statement? Martin Luther King was a leader in the civil rights movement. What point of view was he arguing for and what was he arguing against? What does civil rights mean? Students have opinions on the strategies used in the civil

rights movement. List some of these and encourage students to comment on the results of these strategies. You might include legislation, nonviolent demonstrations (sit-ins), riots, education, and voter registration.

Martin Luther King is remembered for his "I have a dream..." speech. Listen and discuss the speech or have students prepare it for a presentation (memorized or a dramatic reading). Some information for discussion is provided.

Origin - In 1955 Dr. Martin Luther King Jr. received a telephone call informing him that a lady named Rosa Parks had been jailed in Montgomery, Alabama for refusing to give up her bus seat to a white male passenger. Thus, Dr. Martin Luther King, Jr. became involved in the Civil Rights Movement.

Dr. King was born in Atlanta, Georgia on January 15, 1929, became a Baptist minister and earned a Doctorate of Philosophy. He was a leader of the non-violent movement which helped to change social injustices, such as segregation, discrimination and prejudice. His goal was to secure equal justice for all. On August 28, 1963, he stood before the Lincoln Memorial in Washington D.C., with hundreds of thousands of people straining to hear his words and a million more watching on television.

In his great "March on Washington" speech, he said: *"I have a dream that..... little children will one day live in a nation where they will not be judged by the color of their skin, but by the content of their character...".*

On April 4, 1968, while he was in Memphis, Tennessee, to help put together another march to protest more social injustice, he was shot and killed.

Significance - Today, his birthday is a national holiday. The significance of this holiday is that through good leadership, participation and the use of peaceful action, all citizens of this nation can impact change personally, socially and educationally. The social changes Dr. Martin Luther King Jr. achieved were not only for black people, but for all races.

27 The Vietnam War is a powerful and painful memory for most people. But what do students know about it? Talk with the students about their impressions of Vietnam and the role of the United States in Vietnam. What have they heard other people saying and what are their opinions? Students may find it hard to remember or imagine the emotions aroused by the United States involvement in Vietnam. Use old news

magazines such as *Time* and *Newsweek*, and read selected portions about the war. Possible activities include: interview people about their opinions on the war, do a research or book report, review newspapers and magazines for facts and editorials, or talk with Vietnamese living in the area.

30 Although Gandhi lived in another country, students should know something about his life and his ideas because he influenced so many people in the United States. Some quotes from Gandhi are:

"*Ahimsa* ('Harmlessness' or nonviolence) means the largest love. It is the supreme law. By it alone can mankind be saved. He who believes in nonviolence believes in a living god."

"All humanity is one undivided and indivisible family, and each one of us is responsible for the misdeeds of all the others. I cannot detach myself from the wickedest soul."

"My nationalism is intense internationalism. I am sick of the strife between nations or religions."

Discuss his ideas. Gandhi is credited with forcing the British to give India its independence. How have his methods of nonviolence (demonstrations) and passive resistance (sit-ins and hunger strikes) been translated to this country? How effective have they been? Gandhi and his ideas were very powerful; yet he led a simple life. Students can read biographies such as: "The True Story of Gandhi, Man of Peace", by Reginald Reynolds, Children's Press, 1964; or "Mahatma Gandhi and His Apostles", by Ved Mehta, Viking, 1977.

FEBRUARY

FEBRUARY LESSON PLAN

AFRICAN AMERICAN HERITAGE MONTH

OBJECTIVE

The student will demonstrate an understanding of the history and significance of African American Heritage Month.

I. PRESENTATION

A. Welcome
February is designated as African American Heritage Month (Black History Month).

B. Lecture and Discussion
Read or paraphrase the items below to lead a class discussion.

Origin - How did Black History Month begin? Carter Godwin Woodson was born in Virginia in 1875. He came from a poor family, and to support himself, he worked as a coal miner. He was not able to complete high school until the age of twenty-two. After that, Carter Woodson went to college. In 1912 he received a Ph.D. from Harvard University. Dr. Woodson accepted a position as a high school teacher in Washington D.C. where he taught United States History. Soon he realized that something was missing from the story of our country. His students were not learning about the history of black people in the United States. Dr. Woodson believed that relations between races could improve if the history of black people were taught to everyone.

Recognizing the need for recording black contributions in the development of the nation and for correcting distortions, Dr. Woodson, in 1915, established the Association for the Study of Negro Life and History. In 1921, he organized the Associated Publishers in order to produce textbooks and supplementary materials on blacks which had not been previously available. He later served as editor of the "Journal of Negro History". This is still published four times a year. These efforts helped to raise the consciousness of the nation concerning the roles and contributions of African Americans in the development and progress of

America. Over the years, Dr. Woodson wrote sixteen books on the history of black people and their contributions to the United States history.

Significance - Ten years later, Dr. Woodson began the observance of "Negro History Week", during which leaders of the black freedom struggle were appropriately honored, primarily in schools. Now Black History Month is celebrated each year in February to include the birthdays of both Abraham Lincoln and Frederick Douglas, the great spokesmen against slavery. During this special month, programs are held throughout the country to teach black history through lectures, book readings and discussions.

Food - "Soul food" originated as a way to make ends meet. Food that was not desirable to the general public became the main diet for black slaves, e.g., chitterlings and pigs feet. Other inexpensive foods have become a tradition, such as fried chicken, cornbread, greens, yams and barbecue.

C. Activities
Read and give an oral quiz on the following or make a handout.

1. According to the discussion, Dr. Carter Woodson thought that more should be taught about the contributions of _____to the United States History.

   a. Native Americans
   b. African Americans
   c. Women
   d. Hispanic Americans

2. A good title for this discussion would be_____.

   a. A Black Historian
   b. A Famous School Teacher
   c. Brotherhood
   d. Teaching History

3. The main idea of this selection would be that _____.

   a. Carter Woodson made many people aware of the importance of Black History.
   b. Black History Week is celebrated each February
   c. Carter Woodson taught high school in Washington, D.C.
   d. People learn much by reading history books

4. The selection tells us that Carter Woodson started_____week.

   a. Education c. Boy Scout
   b. Black History d. Brotherhood

5. A record of past happenings or events is called_____.

   a. geography c. science
   b. history d. poetry

II. CONCLUSION

The month of February has been designated African Heritage Month on center and Black History Month nationally. Other events may be taking place on and off center. Black pride can be felt by everyone. I hope you have received some valuable information and understand the importance of this celebration. "We're all the same under our skin".

FEBRUARY LESSON PLAN

PRESIDENTS' DAY

OBJECTIVE

The student will gain an appreciation of the origin and significance of this holiday.

I. PRESENTATION
Read or paraphrase the items below to lead a class discussion.

A. Welcome
In our class today we will be discussing Presidents' Day and its importance to society.

B. Lecture and Discussion

This is a holiday to celebrate the combined birthdays of Abraham Lincoln and George Washington in the same month. Lincoln was born on the 12th and Washington on the 22nd of February.

These two presidents made significant contributions to this country during their lifetimes. Each has a national memorial dedicated in his memory in our nation's capital. George Washington is considered the father of our country, since he was the first President. He was a General in the Revolutionary War which led to our independence. He is also the only president for whom a state is named.

Lincoln wrote the Emancipation Proclamation which freed all of the slaves in the South. He was also the tallest President, well-known for his honesty and the first President to be assassinated. There are numerous places in the country named after him.

C. Activities

1. Stimulate discussion from students about why this holiday is important.

2. Ask students to name places and things that bear the name of Washington or Lincoln (e.g., Lincoln Savings & Loan, Washington state, Lincoln Nebraska).

3. Have students list a contribution of each President to our country.

4. Elicit from students, the importance of teamwork and accepting responsibilities for self and the community.

II. CONCLUSION

Remind students that the freedom we enjoy in this country today is the result of hard work by our founding fathers. Explain the importance of hard work, responsibilities, contributing our talents and working in harmony with each other.

MULTICULTURAL CALENDAR AND SUPPLEMENTARY ACTIVITIES

FEBRUARY - MULTICULTURAL CALENDAR

1 Langston Hughes, 1902-1967, National Freedom Day. Treaty of Guadeloupe Hildago, 1848.	2 Candlemas Day	3 Felix Mendelssohn 1809-1847	4	5 Constitution Day (Mexico) Roger Williams, 1603-1683	6 Senate ratified treaty ending Spanish-American War	7 Mardi Gras
8	9	10 Leontyne Price, 1927- End of French and Indian War, 1763	11	12 Chinese Republic, 1912. Fannie Williams, 1855-1944, Black lecturer and civil leader. Thaddeus Kosciusko, polish patriot, 1746 Abraham Lincoln, 1809-1865.	13 First black protestant minister, Absalom Jones is born, 1746	14 Fredrick Douglass, 1817-1895 Valentines Day
15 Galileo Galilei, 1564-1642	16	17 Marian Anderson, 1902-	18 Independence Day (Gambia) Alessandro Volta, 1745-1827	19 Brotherhood Week Nicolaus Copernicus, 1473-1543	20 Birthday of the Prophet (Mohammed)	21
22 Gertrude Bonnin 1876-1938, Sioux author and reformer. Frederic Chopin 1810-1849. George Washington's birthday.	23 W.E.B. Bois 1868-1963 George Frederic Handel, 1685-1759	24 William Grimm 1786-1859 Leader in education, Daniel A. Payne was born, 1811.	25 First black in Congress, Hiram Revels (Miss) 1870. Independence Day (Kuwait) Jose de San Martin, 1778-1850	26 Victor Hugo, 1802-1885	27 Independence Day (Dominican Republic)	28
29 Emmeline Wells, 1828-1921, Mormon leader and feminist. Mother Ann Lee, Founder of the Shakers, 1736-1784.	30					

FEBRUARY ACTIVITIES
AFRICAN AMERICAN HERITAGE MONTH

February is designated as African American Heritage Month (Black History Month).

Suggested activities are provided next to the dates recognized.

DATE ACTIVITY

5 Celebrate Mexico's Constitution Day. Create a learning center on Mexico. Explore your library for nonfiction and fiction about Mexico as well as stories about Mexican Americans.

12 Have students prepare a bulletin board display about Abraham Lincoln, a president who has become a folk hero. He symbolizes the poor boy who rose to leadership, the person who freed the slaves. Feature quotes by Lincoln around his picture for instance:

> "The ballot is stronger than the bullet."
>
> "Any people anywhere, being inclined and having the power, have the right to rise up and shake off the existing government, and form a new one that suits them better. This is a most valuable, a most sacred right - a right which we hope and believe is to liberate the world."
>
> "As I would not be a slave, so I would not be a master. This expresses my idea of democracy. Whatever differs from this, to the extent of the difference, is no democracy."

Have students read the "Gettysburg Address". Plan a short program using this address, quotes, and poetry about Lincoln. One or two students might tell a story about Abe.

19 Brotherhood Week

Celebrated during the week that includes George Washington's birthday 22, this week was initiated by Father McNenamin of Denver, Colorado, in 1929. It is sponsored by the National Conference of Christians and Jews, 43 W. 57th St., New York, New York 10019.

MARCH

MARCH LESSON PLAN

WOMEN'S HISTORY MONTH

OBJECTIVE

The student will understand the emerging role of women in today's society.

I . PRESENTATION

A. Welcome
Today we will discuss the changing role of women and their contributions to society.

B. Lecture and Discussion
Read or paraphrase the items below to lead a class discussion.

For many centuries the status of women has been defined by homemaking, childrearing, cooking, sewing and other domestic responsibilities. Men were generally considered the providers which meant, going to work and supplying the needed money to run the household.

Women did not have the right to own or rent property. They could not vote nor hold office in government. Married women, under English common law, could not sign contracts, have their own money, or sue for divorce. Basically, women had no political nor legal rights and were without political representation. Women often could not speak out; their husbands spoke for them.

Women were eliminated from what was seen as the male domain. For example, jobs or schooling in the field of medicine, electronics, engineering, etc., were considered to be men's work. Women were encouraged to pursue training and employment in areas like teaching, nursing, secretarial and child care.

In the mid to late 1940s, the role of women began to change. World War II depleted the availability of men in the work force and pressed women to take up the slack. While it was thought that when the war ended women would return to the home just the opposite occurred.

Women enjoyed their new role with its prestige and monetary rewards. The 1950's ushered in a trend toward an increased number of women in the labor force. This trend also created some problems. Harassment in the workplace, lower pay for equal work, etc., emerged as problems. While advances have been made in these areas, the impact on the social fabric has been immense.

C. Activities (select as appropriate)

1. Have students discuss incidents they experienced relating to discrimination, harassment, or relations with the opposite sex.

2. Ask students to name rights taken for granted by males but have only recently been granted to females.
   (Answer: Right to vote, Right to own property, Right to individual credit, Right to join armed forces, Right to be elected to political office, Right to serve on juries)

3. Ask students to name some famous women.

4. Have students read the Women's Congressional Resolution and discuss it's meaning.

II. CONCLUSION

Even though women's voting rights were granted 70 years ago (1920, right to vote) women are still seeking to end discrimination, harassment, lower pay for equal work, etc., by promoting the Equal Rights Amendment.

CONGRESSIONAL RESOLUTION
Designating the Month of March as
WOMEN'S HISTORY MONTH

Whereas American women of every race, class, and ethnic background have made historic contributions to the growth and strength of our nation in countless recorded and unrecorded ways;

Whereas American women have played and continue to play a critical economic, cultural and social role in every sphere of the life of the Nation by constituting a significant portion of the labor force working inside and outside of the home;

Whereas American women have played a unique role throughout the history of the Nation by providing the majority of the volunteer labor force of the Nation;

Whereas American women were particularly important in the establishment of early charitable, philanthropic, and cultural institutions in our Nation;

Whereas American women of every race, class, and ethnic background served as early leaders in the forefront of every major progressive social change movement;

Whereas American women have been leaders, not only in securing their own rights of suffrage and equal opportunity, but also in the abolitionist movement, the emancipation movement, the industrial labor movement, the civil rights movement, and other movements, especially the peace movement, which create a more fair and just society for all; and

Whereas despite these contributions, the role of American women in history has been consistently overlooked and undervalued, in the literature, teaching and study of American history;

Now, therefore, be it resolved by the Senate and the House of Representatives of the United States of America in Congress assembled, that the month of March is designated "Women's History Month". The President is authorized and requested to issue a proclamation calling upon the people of the United States to observe the month with appropriate programs, ceremonies, and activities.

For more information, contact the National Women's History Project, 7738 Bell Road, Windsor, CA 95492 (707)838-6000.

MULTICULTURAL CALENDAR AND SUPPLEMENTARY ACTIVITIES

MARCH - MULTICULTURAL CALENDAR

1 Black author, Ralph Ellison was born, 1914- Peace Corps established in 1961.	2 Texas declares independence from Mexico, 1836.	3 Doll Festival (Japanese)	4 Knute Rockne, 1888-1931	5	6 Independence Day (Ghana). Fall of the Alamo 1836. Michelangelo, 1475-1564.	7 Tomas Masaryk (Czech patriot), 1850-1937 Maurice Ravel, 1875-1937.
8 International Womens Day	9 Italian navigator, Amerigo Vespucci was born 1451-1512	10 Harriet Tubman died, 1913. Black teacher and womens leader, Hallie Q. Brown birthday, 1850-1949	11	12 Independence Day (Mauritius)	13 Birthday of the Prophet (holy day commemorating birth of Mohammad)	14 Albert Einstein birthday, 1879-1955. John Strauss birthday, 1825-1899
15	16 G.S. Ohn, 1787-1854. Goddard's first rocket flight, 1926	17 St. Patrick's Day	18 Hawaii's Statehood, 1959	19	20 Harriett Beecher Stowe's Uncle Tom's Cabin published, 1852. Independence Day (Tunisia)	21 Benito Juanrez, Mexican Leader born, 1806-1872. Johann Sebastian Bach born, 1685-1750.
22 Emancipation Day (Puerto Rico) Marcell Marceau birthday, 1923-	23	24 Robert Koch discovered TB germ, 1882. Andrew Mellon born, 1855-1937	25 Arturo Toscanini born 1867-1957. Seward's Day (Alaska)	26 Kuhio Day (Hawaii)	27 Wilhelm Roentgen, 1845-1923	28
29	30 1st Amendment Right to vote passed, 1870. U.S. purchased Alaska from Russia, 1867. Vincent Van Gogh birthday, 1853-1890	31 First treaty U.S.- Japan, 1854. U.S. took possession of Virgin Islands from Denmark, 1917				

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MARCH ACTIVITIES
WOMEN'S HISTORY MONTH

Celebrate the achievements of American Women this month.

Suggested activities are provided next to the dates recognized.

DATE ACTIVITY

9 Our country is named after Amerigo Vespucci. Some people thought it should have been named after Christopher Columbus. Do students know that Columbia is sometimes used to refer to this country? ("Columbia the gem of the ocean") What does America refer to? North, Central, and South America are all called the Americas. People living in South America rightly resent the use of America to refer to the United States alone. Who is an American?

The name of a country is important. Ask students if they can suggest reasons why this country is called "The United States of America". What other names might have been proposed at different times? (Columbia, New India)

17 Although highly commercialized, St. Patrick's Day offers a good opportunity to recognize Irish Americans and the many Irish customs with which we are familiar. What Irish folk beliefs can students name? The leprechaun is the most familiar although the meaning of this figure has changed. Other symbols common around this time include the shamrock. Students can look up the origins and real versions of these symbols and beliefs and report their findings. Read Irish folktales.

22 Have students research the history of Puerto Rico's relationship to the United States and the significance of Emancipation Day. Read stories on Puerto Rico.

Looking at the calendar for this month you will notice a number of dates related to the U.S. acquisition of territory. Some of the areas acquired later became states (Texas, Alaska, Hawaii) and other areas have not (Puerto Rico and Virgin Islands). Discuss with students how and when territories have become states. How did your area become a state? Some had been part of other countries first-which ones? Many people who speak different languages and are from different backgrounds became part of this country when territories became states. Students

can research who was living in each of these areas before the United States acquired them. What happened to these people? Did they become citizens? The languages spoken in these areas reflect their history. For example, because the Virgin Islands were once owned by Denmark, the language has been influenced by Danish. Why have some areas become states and not others? Have students look up information on other U.S. possessions and territories (Samoa for example).

APRIL

APRIL LESSON PLAN

INTERNATIONAL DAY

OBJECTIVE

The students will gain an appreciation of the various ethnic groups on center and an understanding of the value of living in a multicultural society.

Note: No lesson plans are provided for this activity. However, the following suggestions are recommended for use when sponsoring the event.

The International Day Festival is a day of celebrating the heritage of the many ethnic groups on Job Corps centers. This celebration will enable students and staff to share cultural differences in a learning and caring manner. The goals of the Intergroup Relations Program (IGR)--to reduce ethnic hostilities by breaking down barriers which prevent appropriate contact between members of various ethnic groups--may be achieved through 161 positive interactions and behavior modifications. This celebra-tion should heighten student and staff awareness of benefits from living and working in a multicultural environment.

Festival activities may be kicked off or highlighted by a short assembly program which introduces the various ethnic groups on center and sets forth the goals of the festival in connection with the IGR program.

Each ethnic group may perform a song and/or dance unique to its culture and wear native clothing, if possible. A booth with arts and crafts, history, artifacts, memorabilia, native food and clothing should be prepared for displays. Each group may also choose a festive color to distinguish its group for the occasion.

Staff from the IGR committee and students (one from each group represented on center) may be designated to coordinate the activities for the International Day Festival. To the extent possible, all staff should play some part in this event, e.g., advising individual ethnic groups, assisting in booth displays, preparing food, obtaining native clothing, etc.

Notes on Ethnic Groups

1. African Americans - American born blacks of African descent. The African American culture is richly interwoven with African and American cultures. They may wish to share songs and dances, as well as food and history.

2. Asian Americans - One of our most recent immigrants. They came from IndoChina. These countries are commonly known as Vietnam, Laos and Cambodia. The Asian Americans may wish to prepare Oriental food, ancient words of wisdom and kites.

3. European Americans - Came to America from many countries in Europe searching for a better life. They brought with them many different foods, dances and customs. These customs have helped to shape the cultures of our country. They may wish to share food, dances, music and crafts.

4. Hispanic Americans - Born of Spanish descent. They bring their rich culture from Mexico and other Spanish-influenced countries to the United States. Festive dances and music may be a part of their performance.

5. Native Americans - Truly the first Americans. They are commonly known as American Indians. Native Americans have a colorful culture, among the many different tribes in America. A buffalo dance, games measuring skills and face painting may be shared by Native Americans.

6. Other Americans (e.g., West Indies, East Africans,) - People with nationalities outside the U.S.; may wish to perform songs and dances, as well as language, lessons, original cuisine and crafts.

In the spirit of fun and adventure, passports may be issued to every student since one is required for people traveling from country to country. Each ethnic booth may arrange to validate travelers passports. This will indicate that students visited that country (or continent). Prizes may be given to encourage students to keep up with their passports and to visit other countries.

International Day provides students and staff an opportunity to participate in activities designed to broaden their understanding and appreciation of different ethnic groups on center.

MULTICULTURAL CALENDAR AND SUPPLEMENTARY ACTIVITIES

APRIL - MULTICULTURAL CALENDAR

1 Spring Corn Dances (Pueblos)	2 Ponce de Leon landed in Florida, 1513. Hans Christian Anderson birthday, 1805-1875	3	4 Liberation Day (Hungary)	5 Booker T. Washington birthday, 1856-1915. Pocahontas married John Rolfe, 1614	6 Peary and Henson reach North Pole,1909. Joseph Smith founded Mormon Church. Jose' De Diego (patriot, poet, journalist) birthday	7
8 First synagogue in America founded in NYC, 1730. Buddha's birthday	9 Civil War ended, Treaty of Appomattox 1865	10 Joseph Pulitzer birthday, 1847-1911	11	12	13 Black educator, Lucy Laney birthday, 1854-1933	14 Pan American Day
15 Black blues singer, Bessie Smith birthday,1894-1937	16 First black nurse, Mary Eliza Mahoney, 1845-1926. Charles Chaplin birthday, 1889-1977	17 Independence Day (Syria). Nikita Khrushchev birthday, 1894-1971	18	19 Revolutionary War, 1775	20 Joan Miro birthday, 1893-	21 Spanish-American War began, 1898
22 Lenin (Vladimir Ilyich Ugyanov),1870-1924	23	24	25 Ella Fitzgerald birthday, 1918-. UN founded, 1945. Guglielmo Marconi, 1874-1937	26 Black blues singer, Gertrude (Ma) Rainey birthday, 1886-1939. Syngman Rhee, 1875-1965	27 Independence Day (Togo)	28
29 Duke Ellington birthday, 1899-1974	30 Louisiana Territory purchased, 1803					

APRIL ACTIVITIES
INTERNATIONAL MONTH

Choose one day this month to celebrate international day. The International Day Festival is a day of celebrating the heritage of the many ethnic groups on Job Corps centers. This celebration will enable students and staff to share cultural differences in a learning and caring manner. The goals of the Intergroup Relations Program (IGR)--to reduce ethnic hostilities by breaking down barriers which prevent appropriate contact between members of various ethnic groups--may be achieved through positive interactions and behavior modifications. This celebration should heighten student and staff awareness of benefits from living and working in a multicultural environment.

Black Blues Singers

Three important blues singers were born this month - Ma Rainey, one of the first blues performers; Bessie Smith, a major influence on all subsequent blues singers; and Ella Fitzgerald, a contemporary singer whose repertoire includes the blues. The blues is an important part of American history, particularly of African American history.

Play blues music for students. Try to get early recordings of Bessie Smith and Billie Holiday as well as current singers like Ray Charles and Aretha Franklin. What are some recurring themes in these songs?

Suggested activities are provided next to the dates recognized.

DATE ACTIVITY

2 Ponce de Leon was supposedly searching for the Fountain of Youth when he landed in Florida. Have students write on the topic "How life might be changed if there really were a Fountain of Youth." Consider the advantages and problems that would arise.

5 "You can't hold a man down without staying down with him." - Booker T. Washington

What does this mean? Washington was talking about the problem of race relations - what does this quote indicate about this point of view? Taking this quote, what do students think Booker T. Washington would do about the racial problem today? Have students identify some problems and suggest different approaches to them. How is Washington similar to and different from some of today's black leaders?

9,12 Someone once said that the Civil War is the longest war in history. It began in 1861 and some say is still going on today. Discuss this with students. Do they agree? What does it mean to say the war is still going on? What kind of "war" is it? Are people being killed?

29 April 29 marks the Emperor of Japan's birthday. This is a major holiday in Japan as is Constitution Day on May 3. Japan's national anthem is "Kimigayo" ("The Reign of Our Emperor"). At one time the emperor was considered a god, but the constitution of 1946 begins with these words: "The Emperor shall be the symbol of the State and of the unity of 0ther people, deriving his position from the will of the people with whom resides sovereign power." The Emperor of Japan is a ceremonial position which is inherited, but the position carries no governmental powers.

Ask students to assess how much they know about Japan. They can name products we get from Japan and Japanese foods that they may have eaten. Explore writing Japanese haiku poetry.

MAY

MAY - MULTICULTURAL CALENDAR

1 Loyalty Day Law Day	2	3 Golda Meir birthday, 1898 Constitution Day (Japan)	4	5 Children's Festival (Japanese). Kapiolani died 1841, high chiefess of Hawaii. Cinco de Mayo	6 Chinese Exclusion Act passed, 1882 Rudolph Valentino birthday, 1895-1926	7 Johnannes Brahms birthday, 1833-1897. Peter Tchaikovsky birthday, 1840-1893.
8 First resolution adopted to expel Chinese from mines Tudcomne County, CA in 1852. V-E Day, 1945	9 Liberation Day (Czechoslovakia)	10 Chinese labor helped complete Transcontinental Railroad, Utah, 1869	11 Constitution Day (Laos) Salvador Dali birthday, 1904-	12	13 Joe Louis birthday, 1914-1972	14 State of Israel proclaimed, 1948 Gabriel Fahrenheit birthday, 1686-1736
15 Pierre Curie birthday, 1859-1906	16 William H. Seward birthday, 1801-1872	17 Supreme Court declared racial segregation in schools unconstitutional, 1954	18 Hispanic Society of America founded, 1904	19 Malcolm X birthday, 1925-1965	20 National Day (Cameroon)	21 Albrecht Durer birthday, 1471-1528
22 Richard Wagner birthday, 1813-1883	23	24 Mexican American botanical explorer, Ynes Mexia birthday, 1870-1938	25 African Freedom Day Independence Day (Jordan)	26 Omaha Indian rights advocate, Susette LaFlesche Tibbles died, 1903.	27 Black author and social worker, Victoria Matthews birthday, 1861-1907. Independence Day (Afghanistan) Freedom's Constitution Day (Turkey)	28
29 John F. Kennedy birthday, 1917-1963	30 Hernando de Soto landed in Florida, 1539					

MAY ACTIVITIES

MEMORIAL DAY

Concentrate on Memorial Day and learn about the significance of the holiday, why we celebrate it, and how and when it is celebrated.

Lecture and Discussion

Memorial Day, also referred to as Decoration Day, is a patriotic holiday which has been set aside to honor American servicepeople who gave their lives for their country.

On May 5, 1866, the people of Waterloo, N.Y. first observed Memorial Day in honor of soldiers who died in the Civil War. Flags were flown at half-mast, soldiers' graves were decorated, and businesses were closed. In 1966, the U. S. government declared Waterloo, N.Y. to be the birthplace of Memorial Day. In 1868, Maj. General John A. Logan (Chief of the Grand Army of the Republic, which had charge of Memorial Day celebrations), named May 30 as a special day for honoring the graves of Union soldiers. Since World War I, the American Legion has had this responsibility.

The holiday honors men who served in the Civil War, Spanish-American War, World Wars I and II, the Korean War and the Vietnam War.

Most States have made Memorial Day a legal holiday. Many Northern States and some Southern States honor America's war dead on the last Monday in May.

In 1971, the Federal Government declared Memorial Day a Federal holiday to be observed on the fourth Monday in May. Many Southern States have set aside another day (not necessarily in May), "Confederate Memorial Day", to honor their confederate dead. Memorial Day is observed around the Country with: parades featuring Boy/Girl Scouts, fraternal groups, and military units; special programs featuring the reading of the "Gettysburg Address"; Military exercises and special programs at the Gettysburg National Military Park and at the National Cemetery in Arlington, Virginia; flowers and flags placed on graves of military personnel; and the dedication of memorials.

To honor servicemen lost at sea, some U.S. ports organize ceremonies where ships are filled with flowers and set afloat on the water.

Memorial Day is also observed by some as "Poppy Day". Since the end of World War I, ex-servicemen have been selling small, red artificial poppies to help disabled veterans.

In recent years, families have been honoring loved ones by decorating their graves on Memorial Day.

1. Ask students to relate their experiences on Memorial Day observances, e.g., participation in parades or special programs and decorating graves of loved ones.

2. Read to class the attached "Gettysburg Address" in dramatic fashion.

3. Have students make red poppies from crepe or tissue paper. Teacher may have paper pre-cut to expedite project. (Teacher may ask Center to purchase red poppies to hand out at the end of class).

Remind students that they should spend a few moments during their holiday reflecting on the fact that this holiday is not free but has been paid for with the lives of our fellow Americans.

Suggested activities are provided next to the dates recognized.

DATE ACTIVITY

3 Display a picture of Golda Meir. Have students collect articles from the newspaper featuring this prominent world leader. Have students research information on Golda Meir. Ask if they know she taught school in Milwaukee, Wisconsin, where she lived until going to Palestine. Suggest books for those interested in learning more about her life such as *Israel's Golda Meir: Pioneer to Prime Minister* by Iris Noble (Messner, 1972).

5 Cinco de Mayo marks the victory of Mexican forces over the French at Puebla, Mexico, on May 5, 1862. It is celebrated today in Mexican-American communities in the United States as the occasion for a fiesta, with a parade, dancing, and other activities. Find out whether any festivities are being held in your area. Hold a fiesta on center. Play Mexican popular music, folk songs, or Mexican-Indian music. Prepare foods such as tortillas, guacamole, or bunelos.

6,8,10
Here are several important dates in the history of the Chinese in the United States. An amusing but significant comment is attributed to the Chinese-American philosopher and writer, Lin Yutang: "I have a hankering to go back to the Orient and discard my necktie. Neckties strangle clear thinking." Discuss the meaning of this quote.

14 Related to Golda Meir (above) is the founding of the state of Israel. She served as the new state's first minister to Moscow in 1948 and later became its prime minister, the first woman in the world to hold such a position. Students will be interested in learning about the history of Israel. Discuss the establishment of a Jewish state, which has been a controversial international issue since World War II, when very few countries would take in the great numbers of Jewish refugees.

25 African Freedom Day offers an opportunity to discuss the origins of African Americans. Students can investigate early African civilizations. Too many books picture Africa as a land of barbaric people who were captured and taken to the civilized world. Students could explore books as:

Bernheim, Marck and Evelyn. *In Africa.* Atheneum, 1973.

Feelings, Muriel. *Jambo Means Hello; Swahili Alphabet Book.* Dial, 1974.

Murphy, E. Jefferson. *Understanding Africa.* Crowell, 1969.

Ojigbo, A. Okion. *Young and Black in Africa.* Random House, 1971.

26 Susette LeFlesche is an important spokesperson for Native American rights. Read her biography which is included in *American Indian Women* by Marion Gridley (Hawthorne, 1974). Another biography is *Susette LaFlesche: Voice of the Omaha Indians* by Margaret Crary (Hawthorne, 1973)

JUNE

JUNE LESSON PLAN

CARIBBEAN HERITAGE MONTH

OBJECTIVES

The student will gain an understanding and appreciation of the Caribbean by learning about the Virgin Islands.

I. PRESENTATION

A. Welcome
Today we will discuss the history and customs of the Virgin Islands as an example of the Caribbean way of life.

B. Lecture and Discussion
Read or paraphrase the items below to lead a class discussion.

The Virgin Islands is an unincorporated territory of the United States. It also is the name of two groups of small islands located 40 miles east of Puerto Rico and 1,000 miles Southeast of Miami, Florida. One group constitutes the United States Virgin Islands, while the other constitutes the British Virgin Islands. Today the focus will be the United States Virgin Islands of St. Thomas, St. Croix, and St. John.

Christopher Columbus arrived in the Virgin Islands on his second voyage in 1493. While the islands were claimed for Spain, it was Denmark which established the settlement of St. Thomas. Later Denmark took possession of St. John and purchased St. Croix from the French. The Danes controlled the Islands until 1917, when the Danish sold them to the United States.

All of the islands are rugged and hilly. Watch movements, petroleum products, rum and perfume are their chief exports. The principle crop is sugar and its by-product is rum. Tourism is the chief source of income on these islands. While the soil is fertile, only a small amount of fruits, and vegetables are produced.

The government and tourism are the largest employers in the Virgin Islands. The population is composed of 70 percent black, 18 percent caucasian and the remaining a mixture of French, Spanish, and native groups.

The climate is delightful with an average temperature of 78 degrees and a range of 70 - 90 degrees. Rainfall averages 40 - 60 inches a year.

Local cuisine include fish, tomatoes, peppers, onions, fungi (foon-gee), okra and corn meal, and special soups (kalaloo and bullfoot).

Language in the Virgin Islands is unique. The dialect spoken there is called English Creole. It is derived from syntax and vocabulary of the Danish, Dutch, Spanish, French, Portugese and African languages. (Example: If you watch your weight you "tink it a good ting to be tin").

C. Activities

1. Have students state something they have learned about the Virgin Island history.

2. Have students name foods common to the Virgin Islands.

3. Have students discuss the impact of many nationalities on the language spoken in the U.S. Virgin Islands.

II. CONCLUSION

Remind the students that the Caribbean region has been influenced by a number of European and African countries. As a result, their culture reflects that diversity. Even though the lesson focused on the Virgin Islands, it is important to note that the Caribbean region consists of other islands such as Bahamas, Dominican Republic, Jamaica and the West Indies.

MULTICULTURAL CALENDAR AND SUPPLEMENTARY ACTIVITIES

JUNE - MULTICULTURAL CALENDAR

1 Brigham Young birthday, 1801-1877	2	3 DeSoto claimed Florida for Spain, 1539. Roland Hayes birthday, 1887	4	5 Kaahumanu died, 1832, Hawaiian ruler	6 Black lecturer and physician, Sarah Remond birthday, 1826-1887	7 Black poet, Gwendolyn Brooks birthday, 1917- Paul Gauguin birthday, 1848-1903
8	9	10 Italy became a republic, 1946	11 Kamehameha Day (Hawaii) Black youth leader, Addie W. Hunton birthday, 1875-1943	12 Philippine Independence Day	13	14 Hawaii organized as territory, 1900 Harriett Beecher Stow birthday, 1811-1896
15 Rembrandt birthday, 1606-1669	16 Flight of Valentina Tereshkova (first woman in space), 1963	17 Crazy Horse (Sioux) defeated General Crook, Battle of the Rosebud, 1876. Omaha physician, Susan La Flesche Picotte birthday, 1865-1915.	18 War of 1812 declared against Great Britian, 1812	19 Statue of Liberty arrived in New York Harbor, 1885	20 Start of French Revolution, 1789. Announced purchase of Alaska from Russia, 1867.	21
22 Slavery abolished in Great Britian, 1772	23 William Penn signed treaty with Indians, 1683	24 San Juan Day (Puerto Rican)	25 Crazy Horse (Sioux) defeated Custer - Battle of the Little Bighorn, 1876	26 Pearl S. Buck birthday, 1892-1973. UN Charter signed, 1945	27 Black writer, Paul Dunbar birthday, 1872-1906. Irish patriot, Charles Parnell birthday, 1846	28 World War I began, 1914. Peace Treaty signed, 1919
29 First African church in the U.S. (Philadelphia), 1794. Black singer, Azalia Hackley birthday, 1867-1922.	30 Zaire established, 1960					

JUNE ACTIVITIES
CARIBBEAN HERITAGE MONTH

This month has been designated as Caribbean Heritage month.

Suggested multicultural activities are provided next to the dates recognized.

DAY ACTIVITY

7 Gwendolyn Brooks received the Nobel Prize for poetry. She also wrote poetry for young people; for example, *Bronzeville Boys and Girls* (Harper & Row, 1956). Read some of these city poems about black children which will appeal to all students. Encourage students to write their own poems about familiar places and events. These can be collected into a class booklet, titled, and distributed on center.

11 Discover Hawaii, the fiftieth state, with your students. One of the attractions of the fiftieth state is its multicultural, multilingual heritage. Investigate the history of Hawaii. How and when did it become a state? People from many different countries are represented in Hawaii. What are some of them? Are there native Hawaiians?

14 FLAG DAY

Flags are used to stir a group of people to joy, courage, pride, and sacrifice. Flags can signify countries, states, organizations, and royalty. Flags can even be used to send messages. Egyptians probably carried the first flags. They tied streamers to long poles in order to encourage their gods to help them win.

In battle, flags told generals where troops were and the direction of the wind. The flag became a symbol of victory in that, when the flag was captured, troops would give up.

Flag Day is celebrated on June 14 in memory of the day in 1777 when the Continental Congress adopted the stars and stripes as the official flag of the United States. While not an official holiday, the President proclaims a public Flag Day observance each year.

Americans observe Flag Day by displaying the flag on businesses, homes and schools. The first Flag Day was celebrated in 1877 on the 100th anniversary of the selection of our nation's first flag.

Flag Codes: There are certain ways in which people respect and honor national flags. These are called flag codes. The national flag usually flies at the highest point. There are some exceptions, such as the United Nations. Discuss this point while taking the opportunity to introduce the concept of the United Nations, flag desecration (flag burning), clothes made of the flag (illegal) etc.

While flags serve to instill patriotism, loyalty, and motivation in people, the flags do not indicate the equality of man. National flags motivate young athletes to perform in Olympic competition. The sight of the opposition's flag may also produce animosity or hate towards people from different cultures or nations. For years soccer matches between opposing cities or countries have produced riots. Is this right? Why? What are the advantages of acting as a group?

1. Discuss the use of flags:
   a. Unity - symbol
   b. Motivation through emotion
   c. Communication
   (boats, soldiers, flag of truce, half-mast, storm warning, international flag code, upside down-distress, presence of royalty)

2. Ask the following questions:

   a. The flag of 1777 and the current flag has 13 stripes, why?
   answer: The thirteen original colonies.

   b. What does flying the national flag upside down mean?
   answer: distress

   c. How many stars does the flag have?
   answer: 50
   What do the stars signify?
   answer: states

3. Use an encyclopedia or a wall chart of flags and have students identify their state's colors.

4. Have students draw a flag signifying their heritage, whether national or international.

20 Investigate Alaska, the forty-ninth state. Only a few hundred thousand people (328,000 in 1975) inhabit this huge territory. Who are they? Read about Alaska.

Alaska's flag was designed by Benny Benson, a thirteen-year-old schoolboy. The flag is deep blue with seven gold stars, which represent the gold found in Alaska and form the Big Dipper. The eighth star is, of course, the North Star, which symbolizes Alaska's northern location close to the North Pole. Alaska's song is "Alaska's Flag," which describes the flag and what it stands for.

JULY

JULY LESSON PLAN

EUROPEAN HERITAGE MONTH

OBJECTIVE

The student will demonstrate an understanding and appreciation for European Americans, their contributions and the significance of the Fourth of July.

I. PRESENTATION

A. Welcome

Today and during the month of July, we are going to recognize and honor European Americans who founded this country and made it the democratic nation that it is today.

B. Lecture and Discussion
Read or paraphrase the items below to lead a class discussion.

In the early 1600's European Americans began leaving Europe to come to a new wilderness land that would later be called America. They made the first settlements in the New World along the Eastern Seaboard (Massachusetts and Virginia). They left their mother countries to seek religious freedom, a new land and better opportunities. They were brave people to come to a land which had no housing, roads, cities, hospitals, etc., to start their new lives. They had to build a "civilization".

European Americans, fiercely determined to govern themselves, were not willing to be governed by the King of England. Thus, they began a battle with England to gain their independence. This is known as the American Revolution. The Declaration of Independence signed on July 4, 1776 stated clearly the intentions of the colonies to govern themselves. July Fourth is celebrated each year in remembrance of this momentous occasion.

In 1787, European Americans drafted the Constitution of the United States of America, which is the basis for our government. The first ten amendments, known as the Bill of Rights were added in 1791. The Bill of Rights (freedom of speech, religion, assembly and the press) insures the individual rights of all citizens.

C. Activities

1. Read and discuss the Declaration of Independence.

2. Read and discuss the Bill of Rights.

3. Ask the students these questions:

What would it be like to live in a country in which:

You had to have permission from your government to move from city to city, state to state.

Your government decided how many children you could have.

Your government refused you the right to worship (or told you which faith).

You could not elect your president or leaders.

II. CONCLUSION

Think about the Declaration of Independence, the Constitution, and the Bill of Rights and visualize the freedom which you enjoy.

Second paragraph of the Declaration of Independence

We hold these truths to be self evident, that all men are created equal, that they are endowed by their Creator with certain inalienable rights, that among these are life, liberty, and the pursuit of happiness--that to secure these rights, governments are instituted among men, deriving their just powers from the consent of the government...

UNITED STATES BILL OF RIGHTS

Amendment 1

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances.

Amendment 2

A well-regulated militia being necessary to the security of a free State, the right of the people to keep and bear arms shall not be infringed.

Amendment 3

No soldier shall, in time of peace, be quartered in any house without the consent of the owner; nor in time of war but in a manner to be prescribed by law.

Amendment 4

The right of the people to be secure in their persons, houses, papers and effects, against unreasonable searches and seizures, shall not be violated, and no warrants shall issue but upon probable cause, supported by oath of affirmation, and particularly described the place to be searched, and the persons or things to be seized.

Amendment 5

No person shall be held to answer for a capital or otherwise infamous crime, unless on a presentment or indictment of a grand jury, except in cases arising in the land or naval forces, or in the militia, when in actual service in time of war or public danger; nor shall any person be subject for the same offense to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

Amendment 6

In all criminal prosecutions the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining in his favor, and to have the assistance of counsel for his defense.

Amendment 7

In suits at common law, where the value in v shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury shall be otherwise reexamined in any court of the United States than according to the rules of the common law.

Amendment 8

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

Amendment 9

The enumeration in the Constitution of certain rights shall not be construed to deny or disparage others retained by the people

Amendment 10

The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

MULTICULTURAL CALENDAR AND SUPPLEMENTARY ACTIVITIES

JULY - MULTICULTURAL CALENDAR

1 Dominion Day (Canada) Independence Day (Burundi) Independence Day (Rwanda)	2 Thurgood Marshall birthday, 1908	3 Champlain founded Quebec, 1608	4 U.S. Independence Day Black Cherokee sculptor, Edmonia Lewis birthday, 1845 Black teacher and administrator, Lucy Slowe birthday, 1885-1937. Giuseppe Garibaldi birthday, 1807-1882.	5 Independence Day (Venezuela), 1811	6 Independence Day (Malawi)	7
8	9 Independence Day (Argentina), 1816	10 Mary McLeod Bethune birthday, 1875-1955	11	12	13	14 Bastille Day (France), 1789
15 Black insurance & Banking executive, Maggie Walker birthday, 1867-1935.	16 Black journalist and civic leader, Ida Barnett-Wells birthday, 1862-1931. Founder of Christian Science, Mary Baker Eddy, 1821-1910.	17 Spain transferred Florida to U.S., 1821	18 Father of Mexican Independence, Miguel Hidalgo, 1753-1811	19 Black author and teacher, Alice Dunbar Nelson birthday, 1875-1935	20	21 Independence Day (Belgium)
22	23	24 Simon Bolivar birthday, 1783-1830. Mormons settled Salt Lake City, 1847	25 Puerto Rico became Commonwealth, 1952	26 Netherlands Independence, 1581	27 Korean War ended, 1953	28 Independence Day (Peru) through 29, 1821
29	30	31 Black educator and civic worker, Sarah Garnet birthday, 1831-1911				

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JULY ACTIVITIES
EUROPEAN HERITAGE MONTH

The month of July, the center will recognize and honor European Americans who founded this country and who fought to make it a free and democratic nation.

Suggested multicultural activities are provided next to the dates recognized.

DATE ACTIVITY

1,3 Recognize Canada on Dominion Day. Display its symbol, the maple leaf, with pictures of Canada.

4 Independence Day for the United States can be recognized in many ways. Prepare a program that includes songs such as "America", "The Star-Spangled Banner", "America the Beautiful", and "Columbia, the Gem of the Ocean". Students can read some of the great poetic prose written by the patriots who drew up the Constitution as well as such eloquent words as those of Lincoln in "the Gettysburg Address":

> Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal.
>
> Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that the nation might live. It is altogether fitting and proper that we should do this.
>
> But, in a larger sense, we can not dedicate - we can not consecrate - we can not hallow - this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember, what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us - that from these honored dead we

take increased devotion to that cause for which they gave the last full measure of devotion - that we here highly resolvethat these dead shall not have died in vain - that this nation, under God, shall have a new birth of freedom - and that government of the people, by the people, and for the people, shall not perish from the earth.

10 Who was Mary McLeod Bethune? Challenge students to find out about her life and achievements. Suggest biographies and other sources of information such as *She Wanted to Read; The Story of Mary McLeod Bethune* by Ella Kaiser Carruth (Abingdon,1966).

Discuss significant aspects of the struggle for education for African Americans as discussed by Mary Bethune. Do the students know that it was illegal to teach slaves to read and write? Do they know that schools were completely segregated for a long time with the Black schools considerably poorer and inferior compared to the white schools.

14 Students can learn about Bastille Day, celebrating the liberation of prisoners from the hated Bastille (prison) during the French Revolution.

16 *Disease is an experience of so-called mortal mind. It is fear made manifest on the body.* - Mary Baker Eddy

Mary Baker Eddy founded the religion of Christian Science. Are there any Christian Scientists in the class? What do students know about Christian Science? One of the unusual aspects of this religion is its treatment of disease. Discuss the quote with the class. What are some implications of this statement for disease and for medicine?

AUGUST

AUGUST MULTICULTURAL CALENDAR

1	2 James Baldwin birthday, 1924 -	3	4	5 Independence Day (Bolivia) thru 7th	6 U.S. bombed Hiroshima, Japan, 1945	7 Ralph Bunche birthday, 1904
8 U.S. bombed Nagasaki, Japan, 1945. Roberto Clemente birthday, 1934-1973.	9 Black social welfare leader, Janie Porter Barrett birthday, 1865-1948.	10	11	12 U.S. annexed Hawaii	13 Spanish conquered Aztecs, 1521	14 Japan surrendered, World War II, 1945
15	16	17 Black teacher and author, Charlotte Forten (Grimke) birthday, 1837-1914. Independence Day (Gabon, Indonesia)	18	19 Black pioneer, Mammy Pleasant birthday, 1814-1904.	20 Chilean patriot, Bernardo O'Higgins birthday, 1778	21
22	23	24 Black educator, Lucy Moten died, 1933	25 Independence Day (Uruguay)	26	27 Black actress, Rose McClendon birthday, 1884-1936	28
29	30	31 Black leader, Josephine Ruffin birthday, 1842-1924				

AUGUST ACTIVITIES

Suggested multicultural activities are provided next to the dates recognized.

DATE ACTIVITY

2 "The fear I heard in my father's voice... when he realized that I really *believed* I could do anything a white boy could do, and had every intention of proving it, was not at all like the fear I heard when one of us was ill or had fallen down the stairs or strayed too far from the house. It was another fear, a fear that the child, in challenging the white world's assumptions, was putting himself in the path of destruction." James Baldwin

James Baldwin grew up in Harlem (New York) and became a writer but had to leave this country in order to develop his writing abilities. He settled in Paris, as had other black exiles. What does the quote indicate about Baldwin's opinion of American society then? Why did he leave the U.S.? What does "going to exile" mean?

7 "I was offered the ambassadorship of Liberia once, when that post was earmarked for a Negro. I told them I wouldn't take a Jim Crow job." - Ralph Bunche

Discuss this comment with students. Ralph Bunche was a famous black diplomat. Ask students whether they know what a "Jim Crow" is. Can they guess? Why would the ambassador to Liberia be expected to be black? What would it feel like to go to Africa, after being treated as an inferior in this country, and find people like yourself in positions of power?

12 Who were the Aztecs and why did the Spanish conquer them? Pose such questions to the students and have them search for the answers. The Aztec civilization is particularly interesting because it was so advanced and yet we know very little about it because the Spanish destroyed most of the records. Investigate the Spanish treatment of the Aztecs and compare it to the way the English settlers treated the Indian group.

Have students research the Aztec calendar. The Aztecs were excellent astronomers and developed a calendar that was more accurate than the one the Spaniards used; yet they had not discovered the wheel. Prepare a display featuring the accomplishments of the Aztecs. Obtain pictures of the pyramids and Aztec cities. Show the Aztec circular calendar.

Students who are fascinated by pyramids might work cooperatively to make a sand table model of a pyramid.

SEPTEMBER

SEPTEMBER LESSON PLAN

HISPANIC HERITAGE MONTH

OBJECTIVE:

The student will demonstrate an understanding of the history and significance of Hispanic Heritage Month.

I. PRESENTATION

A. Welcome
Today we will discuss Hispanic Heritage Month, the important dates of celebration, and some of the contributions that Hispanics have made to the United States.

B. Lecture and Discussion
Read or paraphrase the items below to lead a class discussion.

On September 17, 1968, Congress passed a law proclaiming the week of September 17 through September 24 as "Hispanic Heritage Week." The dates were significant in that, two major Hispanic holidays are celebrated before and after those dates.

The first holiday on September 16 is Mexican Independence Day (Mexican American). The day, celebrates Mexico's Independence from Spain. On September 16, 1810, Miguel Hidalgo de Costilla gave the Grito de Dolores (the "Scream of Pain"), which was a call to begin the uprising against the Spanish. Today the President of Mexico rings the same bell which was rung by Father Hidalgo in his church. Bells ring throughout the whole country and fireworks light the sky.

The second holiday on September 25 is Grito de Lares - "Scream of Lares" (Puerto Rican). This celebration marks the anniversary of the day in 1868 when a small band of patriots in the mountain town of Lares rebelled against Spain and declared the Republic of Puerto Rico independent. The rebellion was quickly and brutally put down by the Spanish Colonial authorities, and Puerto Rico never became an independent nation.

Special ethnic foods may be served and include: tacos, burritos, rice, beans, guacamole and fried plantains, to promote cultural awareness, sensitivity, and appreciation among all.

C. Activities

1. Ask students to name two major Hispanic holidays.

2. Have students name some Hispanic foods.

3. Ask students why September was chosen as Hispanic Heritage Month.

II. CONCLUSION

Remind students that September is Hispanic Heritage Month and that special activities are planned on and off center.

MULTICULTURAL CALENDAR AND SUPPLEMENTARY ACTIVITIES

SEPTEMBER - MULTICULTURAL CALENDAR

1	2 Last sovereign of Hawaii, Liliuokalani birthday, 1838-1917	3 Henry Hudson discovered Manhattan, 1609	4	5	6 Independence Day (Swaziland) Marquis de Lafayette birthday, 1757-1834	7 Brazil's independence from Portugal, 1822
8 Antonin Dvorak birthday, 1841-1904	9 Black teacher and abolitionist, Sarah Douglass birthday, 1806-1882. Mao Tse-tung died, 1976	10 Seminole tribal leader, Alice Davis birthday, 1852-1935	11 Jenny Lind, "Swedish Nightingale", first U.S. concert, 1850	12 Henry Hudson named Hudson river, 1609	13 Black educator and civic leader, Maria Baldwin birthday, 1856-1922	14 Ivan Pavlov birthday, 1849-1936
15 Porfiro Diaz birthday, 1830	16 Mexican Independence Day, 1810	17 Citizenship Day Constitution Day Steuben Day Constitution week begins	18 Independence Day (Chile), 1810 Quebec surrendered to English, 1759	19 Hungarian patriot, Lajos Kossuth birthday, 1802-1915	20	21
22 First French republic established, 1792	23	24 Black author and reformer, Francis Watkins Harper birthday, 1825-1911	25 Balboa discovered the Pacific Ocean, 1513 Columbus began second trip to America, 1493	26 George Gershwin birthday, 1898-1937	27 American Indian Day	28
29 Enrico Fermi birthday, 1901-1954	30					

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SEPTEMBER ACTIVITIES
HISPANIC AMERICAN HERITAGE MONTH

This is designated Hispanic Heritage Month for centers to recognize and celebrate Hispanic Americans.

Suggested multicultural activities are provided next to the dates recognized.

DATE ACTIVITY

17 The importance of citizenship is recognized on the anniversary of the signing of the Constitution (1787). Do students know what it means to be a citizen of a country? Ask them what a citizen can do that a noncitizen cannot. Discover how someone becomes a citizen. If possible, arrange for the class to visit the government offices that handle immigration and naturalization. Find out what countries the people are from who want to become citizens. Read portions of the constitution, for example the "Bill of Rights". Discuss how the Constitution came to be written. Read the second paragraph of the Declaration of Independence:

> We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain inaliable rights, that among these are life, liberty, and the pursuit of happiness - that to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed.....

The Declaration talks about "men". Ask students who they think the term refers to. Does it include women, poor people, and nonwhite Americans?

27 American Indian Day is a good time to begin to focus attention on Native Americans.

OCTOBER

OCTOBER LESSON PLAN

NATIVE AMERICAN HERITAGE MONTH

OBJECTIVE

The student will gain an appreciation of the history and the significance of Native American Heritage Month.

I. PRESENTATION

A. Welcome
Today (and all month), we are going to recognize and honor Native Americans. This is neither religious nor ceremonial but rather, this day is intended to spark an interest in and knowledge of Native Americans and their achievements.

B. Lecture and Discussion
Read or paraphrase the items below to lead a class discussion.

Origin - The first American Indian Day was observed in 1912 and for three years, the Boy Scouts of America continued the tradition. In 1914 Red Fox James, of Montana, a member of the Blackfoot Nation, traveled on horseback over four thousand miles seeking approval for celebrating a day in honor of Native Americans. The first general American Indian Day was observed in 1916 by the state of New York. Since that time, various states have designated a day of celebration, most often observed on the fourth Friday in September. Some states vary the date according to political and social circumstances.

Significance - Individuals in all fields are honored. Among them are humorist Will Rogers, Senator (later Vice President under Hoover); Charles Curtis, ballerina Maria Tallchief; Olympic Champion Jim Thorpe and Pulitzer Prize winner N. Scott Momaday. The month also recognizes Native American people as a whole, with their diverse richness of philosophies, arts, literature, customs and traditions.

Food - Indian foods were adopted by the European settlers and are still eaten today i.e., succotash, maize, squash and Indian fry bread.

C. Activity

Use Handout O "Native Americans Puzzle" in Native American unit.

II. CONCLUSION

You have received some important and valuable information. It is intended to awaken your interest and increase your knowledge of the Native Americans. Enjoy your meal on ethnic food day.

MULTICULTURAL CALENDAR AND SUPPLEMENTARY ACTIVITIES

OCTOBER - MULTICULTURAL CALENDAR

1	2 Mahatma K. Gandhi birthday, 1869-1948 First Pan American Conference - Washington, 1889	3	4 Independence Day (Lesotho) Jean Francis Millet birthday, 1814-1875	5 Tecumseh (Shawnee) died in 1813	6 Le Corbusier birthday, 1887-1965 Jenny Lind birthday, 1820-1887	7 Imanu Amiri Baraka (LeRoi Jones) birthday, 1934 Niels Bohr birthday 1885-1962
8	9 Leif Erikson Day. Black teacher, journalist, lawyer, Mary Shadd Cary birthday 1823-1893 Independence Day (Uganda, Ecuador)	10 Shawnees defeated in Battle of Point Pleasant (WV), 1774, ends Lord Dunmore's War. Chinese Revolution began, 1911	11 Eleanor Rosselvelt birthday, 1884-1962 Pulaski Memorial Day	12 Columbus lands at San Salvador, 1492	13 Rudolf Virchow birthday, 1821-1902	14 Irish President, Eamon de Valera birthday, 1882
15 Friedrich Nietzche birthday, 1844-1900	16 Paiute Indian leader, Sarah Winnemucca died, 1891. Israeli leader, David Ben Gurion birthday, 1886. Alaska Day Festival	17 Albert Einstein came to U.S. in 1933	18 First Chinese opera performed in U.S. - San Francisco, 1852 Canada Prime Minister, Pierre Trudeau birthday,1919	19	20	21 U.N. founded in San Francisco, 1945 Alfred Nobel birthday, 1833-1896
22 4th week of the month is United Nations Week. Franz Liszt birthday, 1811-1886	23 Hungarian Freedom Day, 1956	24 United Nations Day	25 Pablo Picasso birthday, 1881-1973 George Bizet birthday, 1838-1875	26 Mahalia Jackson birthday, 1911-1972	27 Ah Nam, first Chinese in California to be baptized, 1815. Dylan Thomas birthday, 1914-1953	28
29	30	31 Sauk Indian leader, Black Hawk died, 1838. Delaware civic leader, Roberta Lawson birthday, 1878-1940				

OCTOBER ACTIVITIES
NATIVE AMERICAN HERITAGE MONTH

This month recognize and honor Native Americans. This is neither religious nor ceremonial but rather, this month is intended to spark an interest in and knowledge of Native Americans and their achievements.

Suggested multicultural activities are provided next to the dates recognized.

DATE ACTIVITY

2 The Pan American Conference marks the recognition that the countries of the Americas have shared needs and should support each other. Display a map of North, Central, and South America, showing the names of the countries and their capitals. Illustrate it with the flags of the different countries. Discuss what these countries have in common. They were all colonized by Europeans, for example, although descendants of the original inhabitants still live in all the countries. Ask students what languages are spoken in these countries (English and French in Canada; Spanish in Central America and most South American countries; Portuguese in Brazil). Do these countries share problems? The countries depend on each other for imports and exports. Research information to add to the map. What does the United States import from these countries? What does it export?

12 Columbus Day celebrates the landing of Columbus at San Salvador in 1492. Locate San Salvador on the map. Trace Columbus's journey from Spain to the New World. Where did he go after San Salvador? Why did he call the people he met "Indians"? People usually refer to Columbus as the discoverer of America. Is that true? After all, the Indians were there first. Research how the first people to arrive "discovered" America. It is possible that Scandinavian explorers landed in America before Columbus (Leif Erikson Day, October 9). So if Columbus was not the first, why was his discovery particularly important?

14 Explore the history of Ireland and the Irish Americans in this country. To find out more about the country of Eamon de Valera, examine a map of Ireland, showing the political division into Northern Ireland and the Republic of Ireland (Eire). Ireland has a long history of war. What do

students know about the basis of the present conflict in Ireland? Research--through books, newspapers, and magazines- the issues involved. Talk about the similarities and differences with other wars over religion.

Ask students whether any of them are part Irish. When did their ancestors come over from Ireland and why? What kinds of attitudes did the Irish encounter in this country?

18,27

Less than forty years elapsed between the first baptism of a Chinese in California (before California was part of the United States) and the performance of a Chinese opera. Have students read accounts of the Chinese immigration to this country in order to see how this rapid change occurred. How did the discovery of gold and the building of the railroad affect Chinese immigration?

21,24

The organization of countries called the United Nations was founded in San Francisco, at the end of World War II, and succeeded the League of Nations. Have students discover what countries signed the UN Charter. How many countries belong to the United Nations now? Can they find these countries on the world map? Are there any countries that do not belong to the UN? Write to this address for further information about the UN and its activities: United Nations information center, Suite 209, 2101 L Street NW, Washington DC 20037.

NOVEMBER

NOVEMBER MULTICULTURAL CALENDAR

1 Benvenuto Cellini birthday, 1500-1571	2 Gaspar de Portola discovered San Francisco Bay, 1769. A Spanish explorer, Father Junipero birthday, 1713-1784	3	4 Will Rogers birthday, 1879-1935	5 Shirley Chisholm, first black woman was elected to House of Representatives (NY); 1968	6	7 Marie Curie birthday, 1867-1934
8 Edward Brooke, first Black U.S. senator in 85 years, elected (MA), 1966	9 W.C. Handy birthday, 1873-1958. Benjamin Banneker birthday, 1731-1806	10 Martin Luther birthday, 1483-1546	11 Fyodor Dostoyevski birthday, 1821-1881	12 Dr. Sun Yat-sen birthday, 1866-1925. Auguste Rodin birthday, 1840-1917	13	14 Freedom for Phillipines, 1935. Jawaharial Nehru birthday, 1889-1964
15	16 Paul Hindemith birthday, 1895-1963	17 Opening of Suez Canal, 1869	18 First Thanksgiving, Pilgrims and Massasoit, chief of Wampanoags, 1777. Louis Jacques Daguerre birthday, 1789-1851	19 Indira Gandhi birthday, 1917 Puerto Rican Day	20 Atahualpa, Inca of Peru, filled room with gold for Pizarro, 1532	21 Voltaire birthday, 1694-1778
22 Independence Day (Lebanon) Charles de Gaulle birthday, 1890-1970	23	24 Spinoza birthday, 1632-1677. Toulouse-Lautrec birthday, 1864-1901	25	26 Sojourner Truth died, 1883	27	28
29	30 Shirley Chisholm birthday, 1924-? Winston Churchill birthday, 1874-1965					

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NOVEMBER ACTIVITIES

ELECTION DAY

Discuss the privilege and the importance of being able to vote. Ask "Do you know what the requirements are to be a registered voter?"

You have to be 18 years of age or older.
You cannot be in prison.
You have to be a U.S. citizen.

Lecture and Discussion

Origin - Congress established the first Tuesday after the first Monday in November as Election Day. In 1845, Congress established the present Election Day to correct abuses that arose because of the lack of a standard national Election Day. Election Day is a legal holiday in some states. Most states forbid the retail sale of liquor while the polls are open.

Significance - Election is a process by which voters choose their officers or policies in a government or organization. In a representative democracy such as the United States, voters elect national, state, county and local officials. An election campaign is a series of operations designed to win votes for a certain candidate, party, or proposal. In the United States, the best known campaign is the one for President held every four years. However, thousands of other campaigns, including those for congress, state legislatures, city councils and school boards, take place each year.

On Election Day, campaign workers provide transportation and baby-sitting service for the voters. Volunteers at the polls keep track of supporters who have voted and contact those who have not done so. Other volunteers observe the voting and the counting of the ballots to discourage fraud. The final count of all votes is done by a computer. In fact, the whole voting process is computerized.

Activities

1. Have a mock voting ballot. Cut the sample voting ballot from your local newspaper, and xerox enough copies for the entire center. Discuss the different party systems with your class; Democratic, Republican, and Independent. Mention where one can go to register to vote, i.e., courthouse, drivers license bureau, public schools and other

places. Answer to the best of your ability any questions students might have about politicians, proposals, bonds or any other issues on the ballot. Go over the ballot with them and make it fun and interesting.

2. Ask the following questions:

-What is the importance of being able to vote?
-Does one vote make a difference?
-How many of you are registered?
-Do you plan to exercise your right?
-Does it cost anything to register?

Remind students that voting is a right and privilege as a citizen of this country. Remind them also that one should not complain about the government if he/she has failed to execute the right to vote.

VETERAN'S DAY

Discuss Veteran's Day and what it means to us in this country.

Lecture and Discussion

Origin - Veteran's Day, like Memorial Day, is a solemn occasion honoring America's servicemen. Originally, the holiday was called Armistice Day. It was established by President Wilson in 1919 to commemorate the signing of the Armistice (on November 11, 1918) which brought an end to the fighting of World War I. In 1954, President Eisenhower signed a bill changing the name of the holiday to Veteran's Day and extending its significance so that it now honors American veterans of all wars. From 1971 through 1977, Veteran's Day was celebrated on the fourth Monday in October. It is now, once again, celebrated on November 11th as a federal holiday. Great Britain celebrates November 11th as Armistice Day. It is not a legal holiday, but special observances celebrate the Armistice that ended World War I at 11:00 AM on November 11, 1918. Canada has a legal holiday called Remembrance Day on November 11th.

Significance - Veteran's Day reminds us of the tragedies of war and is celebrated as a "day dedicated to World Peace". Celebrations in the United States include parades and speeches. Special services are held at the tomb of the Unknown Soldier at Arlington National Cemetery in Arlington, Virginia.

Activities

Use the following questions for discussion

1. How many of you have had relatives in a war? Which war?

2. Veteran's Day (once called Armistice Day) was originally established to celebrate:

   a. the end of World War I
   b. the creation of the American flag
   c. the signing of the Declaration of Independence

3. Veteran's Day now honors:

   a. the American flag
   b. the Veterans of Vietnam
   c. American Veterans of all wars

4. The Unknown Soldier symbolizes:

   a. the German Armistice
   b. the Proclamation of American Independence
   c. all American military dead

Veteran's Day is a solemn occasion. It is set aside to remind us of the tragedies of war. More importantly, it also reminds us of our commitment to world peace. You, as young people, can make sure that war will always be the last resort.

THANKSGIVING

We are going to look back in history to understand why we celebrate Thanksgiving and why it is an important holiday.

Lecture and Discussion

Origin - The first Thanksgiving days were harvest festivals, or days for thanking God for plentiful crops. For this reason, the holiday still takes place late in the fall after the crops have been gathered. For thousands of years people in many lands have held harvest festivals. The American Thanksgiving Day grew out of the harvest festivals celebrated in England. The first New England Thanksgiving was celebrated less than a year after the Plymouth colonists had settled in the new land. The first dreadful winter in Massachusetts killed nearly half of the members of the colony; however, new hope sprang up in 1621, when the corn harvest brought rejoicing. After the crops were

gathered, a Thanksgiving Day was decreed by Governor William Bradford on July 30,1623. The first Thanksgiving Day for the purpose of celebrating, giving thanks, and prayer was called "Feast Day". Everyone spent many days preparing for the feast. Indians brought wild turkeys and deer meat. The women served the meat and fish with journey cakes, corn meal bread with nuts and succotash. Everyone ate outdoors at big tables. Feasting lasted for three days.

In 1863, President Lincoln proclaimed the last Thursday in November of that year as Thanksgiving Day. His successors continued to proclaim Thanksgiving Day and usually chose the last Thursday in November. But in 1939, President Roosevelt set it one week earlier. He wanted to help businesses by lengthening the shopping period before Christmas. Congress finally ruled that after 1941 the fourth Thursday of November would be a legal Federal holiday.

Significance - When the first wave of white settlers came to North America, the Indian became friends with them. The generosity of the Indian was well known to the early settlers. Time and time again, tribes sent food to starving colonists to help them through their bitter days. This special relationship between the Pilgrims and the Indians, as well as the custom of celebrating the end of harvest time each year, developed into Thanksgiving as we know it today. In the United States and Canada, a day is set aside each year as Thanksgiving Day.

Food - Many of the foods prepared for a Thanksgiving meal today are similar to those foods prepared on the first Thanksgiving. These dishes include: turkey, cranberries, pumpkin, yams, corn, etc.

Activities

Use any or all of the following questions to stimulate a discussion:

-Why is Thanksgiving celebrated in the fall?
-Which President proclaimed Thanksgiving Day as a holiday?
-List some foods prepared for Thanksgiving.
-Name at least one thing that you are thankful for.

Thanksgiving is a time for family and friends to come together. It is also a time to remember the hungry and the homeless and a time to be thankful for the things we have. It is easy to take for granted our family, friends, education, clothing, shelter and food. Let's take time to reflect on our good fortune and appreciate it.

Suggested multicultural activities are provided next to the dates recognized.

DATE ACTIVITY

2 Father Junipero Serra is famous as the builder of the California missions. He is an important part of California history from the period before it became a state. Have students investigate the history of Father Serra and the California missions. Prepare a display with a map of California showing the locations of the missions, pictures of the buildings, and the route of El Camino Real (The King's Highway) that connected them. The missions were part of the Spanish effort to Christianize the local groups of Indians. Missions were built in other parts of the Southwest as well.

4 *Everybody is ignorant, only on different subjects.* - Will Rogers

Here is an unusual approach to education. If we are all ignorant about some things then we can all learn something from each other. Discuss with the students what this might mean. Whom do they learn from? Can they learn something from other students? What kinds of things?

5 *I have been discriminated against far more because I am a female than because I am black.* - Shirley Chisholm

Here is a provocative quote for students to discuss. Why would her statement be true? Shirley Chisholm was the first black woman elected to the House of Representatives. Was it harder for her to get elected than for a black man? Research her life and find out about her struggles to overcome race and prejudice. Shirley Chisholm was elected in 1968. Now there are more African American, women and men, in the House of Representatives. Do students think that race prejudice still affects whether people are elected to Congress?

12 *To understand is hard. Once one understands, action is easy.* - Sun Yat-sen

Discuss with students about Sun Yat-sen, leader of the fight for China's independence. This quote reflects the emphasis on understanding common to Asian philosophers, as opposed to the Western obsession with action. Ask students to describe what this quote means to them. What would they like to understand - about themselves, other people, the world? Are there times when you act without understanding or thinking?

20 The Incas were one of the major Indian civilizations encountered by the first Spanish explorers of the New World. Have students investigate the Incas and their culture. the Spaniards were amazed at the achievements of the Incas. How were the Incas more advanced than the Spaniards? How did the Spanish treat the Incas and what happened to them? Have students make a model of the mysterious Inca city, Macchu Picchu.

26 Who was Sojourner Truth? Investigate her life with the class. Here is a strong black woman, whose name we remember from a period when African Americans were mostly anonymous. Ask students why we do not know her birth date. Look up information on the life of women and of African Americans at that time. Why did Sojourner Truth fight for the women's movement and women's right to vote? What might she say about today's women's movement?

DECEMBER

DECEMBER - MULTICULTURAL CALENDAR

1 Independence Day (Portugal)	2 Monroe Doctrine, 1823. Georges Seurat birthday, 1859-1891	3	4 Vasili Kandinsky birthday, 1866-1944	5 Phyllis Wheatley died, 1784, Black poet	6 Feast of St. Nicholas	7
8 Diego Rivera birthday, 1886	9	10 U.S. acquired Cuba, Guam, Puerto Rico, Phillipines, 1898. Human Rights Day Universal Declaration of Human Rights ratified 1948	11 Alexander Solzhenitsyn birthday, 1918	12 Kenya Independence, 1963	13	14 Ronald Amundsen reached South Pole, 1911
15 Bill of Rights Day Bill of Rights ratified, 1791	16 Ludwig von Beethoven birthday, 1770-1827	17	18 Ratification of 13th Amendment ended slavery, 1865	19 Bernice Pauahi Bishop birthday, 1831-1884, Hawaiian Leader	20 Sacajawea died, 1812 Shoshoni interpreter	21 Pilgrims landed at Plymouth (MA), 1620. Henrietta Szold birthday, 1860-1945, Zionist leader.
22 Venezuelan-American concert pianist, Teresa Carreno birthday, 1853-1917	23 First Chinese theater built in San Francisco, 1852. Black buisnesswoman, Madame C.J. Walker birthday, 1867-1919	24 Feast of Sacrifice-Moslem Holy Day	25 Christmas Day	26 Maurice Utrillo birthday, 1883-1955	27 Louis Pasteur birthday, 1822-1895	28
29 Pablo Casals birthday, 1876-1973	30 Pocahontas rescued Captain John Smith, 1607	31 Henri Matisse birthday, 1869-1954				

DECEMBER ACTIVITIES

Suggested multicultural activities are provided next to the dates recognized.

DATE ACTIVITY

1 Invite students to "discover" Portugal. Use travel folders and books to plan a trip to this country that lies west of Spain, part of the Iberian Peninsula. How far is Lisbon from New York? How far is it from where you live? How much does it cost to live there?

2 Have several students research the Monroe Doctrine. This document, signed by President James Monroe, stated: "The American continents are henceforth not to be considered as subjects for future colonization by any European powers." Display a map of Central and South America as students identify the names of these countries.

10 Human Rights Day celebrates the Proclamation of the Universal Declaration of Human Rights by the United Nations (1948). This day provides an opportunity for students to discuss what Human Rights are. Ask each one to complete this sentence: Every human being has the right to....

15 Related to Human Rights is the Bill of Rights, the first ten amendments to the U.S. Constitution. A group of students can present the Bill of Rights as part of a special program. They can prepare it as a reader's theater presentation. (Send for free teaching materials about the Bill of Rights from Standard Oil of California, 225 Bush Street, San Francisco, CA 94120.)

18 The Ratification of the thirteenth Amendment meant the official end of slavery. Research information on the end of slavery. An excellent historical novel is *The Slave Dancer,* by Paula Fox (Bradbury, 1973), which won the Newberry Award in 1974.

25 Provide new perspectives of Christmas as you consider how this Christian holiday is celebrated in different countries. What is the origin of different practices such as the pinta, the Christmas tree, or the Yule log?

There are many ways to say "Merry Christmas" around the world

"Joyeux Noel" - France, Belgium, Switzerland
"Kala Hrystoughena" - Greece
"Glaedelig Jul" - Norway
"Froeliche Weihnachten" - Germany, Austria
"Stretan Bozic" - Yugoslavia
"Buon Natale" - Italy
"Feliz Navidad" - Spain, Mexico
"God Jul" - Sweden
"Merry Christenmass" - Scotland
"Um Feliz Natal" - Portugal
"Nodlaig Mhaith Dhuit" - Ireland
"Boldog Karacsony Unnep" - Hungary
"Wesolych Swiat" - Poland
"Kung ho shen tan" - Chinese
"Vrolyk Kerstmis" - Holland
"S Rozhdestvom Christovom" - Russia
"Mele Kalekimaka" - Hawaii
"Maligayang Pasko" - Philippines

Make any additions.

STAFF PREPARATION

Staff are the key people in implementing the Intergroup Relations Program (IGR). Staff attitudes and relationships with the students are the most important ingredients for an effective (IGR) program. Among the most important personal prerequisites for an effective instructor of IGR cultural awareness are:

- Agreement with the validity of the objectives and goals of the IGR program.

- Strong personal commitment for the need and value of integrating the IGR program throughout the center.

- Good rapport with students, which creates the environment for free discussion of feeling and emotions.

TEACHING TECHNIQUES

Much of what students will learn in this course about intergroup relations and the history and culture of various ethnic groups will be taught to them directly--through audiovisual presentations and through information which staff provide to them in the classroom, as you answer questions and help to clarify concepts. Important as it is for you to reinforce the factual and conceptual information presented in the lessons, it is equally important that you stimulate students to think of new ideas for themselves, to change past assumptions, and to relate to the material of this course through their past and present experiences. One of the primary goals of the course is to enable students to express their feelings and to learn more about each other.

Two aspects--teaching new concepts and facts and allowing students to learn from one another--may seem to be difficult. Yet, the secret of successful teaching is to work a balance between the two.

The following guidelines for leading discussions will help achieve such a balance. Study them carefully and reread them frequently throughout the course. You will be able to plan discussions, to create the right discussion atmosphere, to solve common problems, and to evaluate your own performance. The

guidelines will provide tips on how to challenge, stimulate, and move the group, how to ask provocative and imaginative questions, and how to run a free and open session.

DISCUSSION ATMOSPHERE

An informal and relaxed atmosphere stimulates free and open discussion. To be effective, the atmosphere for classroom discussions should not resemble the usual classroom in a high school. Students and teacher should sit comfortably so that everyone can see each other. Reasonable order should, of course, be maintained but beyond that you should be flexible. Students should be allowed to talk freely and laugh during discussions. Before you begin, explain to the group what is permissible as well as the limits of the discussions.

There are also limits that you must respect. If you tell students that they may freely discuss their feelings about the center or Job Corps, be careful not to betray their confidence by repeating their comments to other staff.

DISCUSSION TIPS

A good leader does not "lead" or dominate a discussion. He or she guides the members of the group so that they stay on track and cover as much as possible of the necessary information. A leader should encourage each member to join in the discussion and speak up freely. The leader should say as little as possible.

Here are some points to keep in mind so that you will not find yourself taking over the discussion:

1. In general, try not to state your own opinions. You want students to state theirs. If someone asks what you think about an issue, ask: "What do you think?" You could say: "We want to find out what you think." Try to turn comments made by a group member into questions directed at others in the group. Instead of saying: "Yes, that's right," to a comment, say, "That's an interesting point that Ellen just made. What do the rest of you think?"

2. Try not to move the discussion along to answers that you think are the "right ones". When discussions seem to be moving far afield from your plans, remember that an unplanned, humorous, lively discussion may, in the long run, be more valuable than a dull one that follows the lesson plan rigidly.

3. When students disagree about something, do not take sides. Try to have students think about both sides. Attempt to find some common ground that all sides agree on.

4. Do not put someone down for expressing an opinion you do not personally agree with. You should especially avoid sarcasm, ridicule, or not taking someone seriously. If, however, someone states as a fact something you know is wrong, you should certainly ask the others in the group to discuss whether the "fact" is true or not; if no one else recognizes the error, you can point it out yourself tactfully. Always be careful not to stifle free discussion.

5. You can use the audiovisual materials, discussion ideas, and lesson plans to start a discussion and to keep it going - but you should do a lot of "playing by ear". The discussion may proceed better without questions from you, or you may think of better questions on the spot.

6. Try to think of questions that require more than a "yes" or "no" answer. Effective questions should challenge and encourage students to express fully their own feelings and ideas.

7. If someone says something that is vague or unclear, try to get that person to make it more specific or clear. If he or she cannot, ask someone else to do so.

8. Summarize and reinforce comments that are important by asking follow-up questions-i.e., "Could you talk more about that?" - that will keep the discussion going.

9. Every time you catch yourself about to preach - STOP. Remember that at best, your preaching will probably have no effect. At worst, you could provoke a show of defiance. In all cases, you will probably inhibit discussion.

10. While you do want students to talk about feelings - particularly when they bring up the subject themselves - be sure you do not pressure them into it.

COMMON PROBLEMS IN DISCUSSIONS

There are four common problem areas in discussions. Here are some suggestions on how to deal with them:

1. Getting off track can be time consuming. You have to decide when the discussion has strayed too far from the real issues to be valuable. In the first sessions, you may find students speaking in overly general terms or asking vague, long winded questions. They may give examples or tell stories about themselves that have little bearing on the discussion.

To keep a discussion on track, or to get back on track:

- Use the questions in each lesson.
- Discuss one subject at a time.
- Sum it up before going on.
- Decide for yourself what a speaker is really saying, and ask questions that will help him/her state it plainly.
- Ask students to be more specific, to give better examples, or to put their statements into different words.
- Reword or summarize what has been said. Say: "That story's interesting. Can you tell us how it fits this problem we're talking about?" (But no sarcasm)
- Direct the talk to specifics. Say: "Okay. We've said a lot about Africa. Let's get back to the difference between race and ethnicity."

2. You may find that there is one student who tends to take over the discussion, making it hard for the others to make themselves heard. Here is what you can do:

- Listen patiently for awhile. Make it clear that you understand what is being said and that you're taking the remarks seriously.
- If this person is unusually long-winded, summarize his points for him or put them into other words. Say: "Is this what you were trying to say?"
- You may finally have to say: "All right, we have to give someone else a chance to speak."
- You may have to say that the points being made are not relevant for the moment. Say: "We'll get to that later. Right now, let's hear from_____."

3. You want to make sure that everyone takes part. Here is how you can deal with quiet group members who talk very little:

- Call on them by name. Ask what they think about a point someone else in the group has made.
- Ask them specific questions. If they only say a few words, keep urging them to say more.

- They may need extra time to find their words. Say: "At the end of this next film, Angelo, I'll ask you to tell me why the white guy is so angry."

- Build up their confidence by showing appreciation for their contributions and by encouraging the others in the group to respond to them.

- Try to determine the interests of everyone in the group. Lead the discussion in those directions.

- To draw them into a discussion without singling them out, ask every member of the group to respond in turn to a single question.

4. A split in the group could cause a problem. Two members, or two groups of members, may take opposite positions that do not allow for compromise. Sometimes a conflict arises when two sides in a group do not understand what the other is saying. Such a situation can become explosive enough to prevent further discussion, or it can lead to violence. Some discussions can provoke strong reactions.

Here are some other suggestions for keeping discussions from getting out of hand:

- Reword and clarify the positions of each side, so they both know exactly what they disagree about.

- Get others in the group to participate.

- Suggest a middle position that both sides can agree to, as a compromise.

EVALUATING YOURSELF

At the end of each lesson and the program, you will want to evaluate the groups and your progress as the instructor. Think of ways to improve the program.

IMPROVEMENT SUGGESTIONS

Here are some suggestions to involve your students directly in the lessons. While all of these suggestions might not work with your students, and certainly should not be forced on them, you should try an activity before you decide that it isn't useful for your group. Some of the students, because of different ages, moods, and past experience may not respond enthusiastically to an activity the first time you use it. That's okay. Introduce it again, at another time when the mood and the subject matter seems

right for it. You should always be flexible. Students may come up with better ideas or adaptations of these ideas - try these also.

Each of these activities is designed to get students involved in the lessons. Sometimes this involvement will mean that students simply listen or talk, while at other times it may mean that they get up and move around in groups. Some of these ideas might be used to get a lesson started, some might aid discussion once a lesson is underway, and still others will probably be best treated as follow-up activities. Although lesson plans in this course guide make suggestions, you and students must be the judges of what works when and where.

1. Be prepared in advance. Be sure you have the necessary supplies, materials and time.

2. Explain all aspects of the activity before you begin. Be sure students understand what is expected of them. Many students were unsuccessful in school and consequently were turned off by previous classroom experiences. You will probably have to do some talking at first to try to convince them that they should give these activities a try. Make sure they understand what you want.

3. Never embarrass a student. A student who is extremely shy should never be forced to take part in a role-playing activity or some other activity that might cause him or her discomfort or embarrassment.

4. Be tolerant of some noise and confusion. If students get excited about something, they may not sit quietly and discuss it as if they were in church or a conventional classroom. That's okay. However, make it clear that you expect them to govern themselves and not let things get out of hand.

5. Give all activities a fair chance to develop interest and catch on. But if they aren't working after a fair amount of time, stop and change to something else. Also, even when an activity (like a discussion) is working, don't destroy its effectiveness by stretching it beyond its useful limits.

6. If you have access to a tape recorder, by all means use it in class. Students will enjoy hearing themselves talk and role-play.

ROLE-PLAYING

This simple activity could prove to be your most valuable. This can be useful for getting students to try to imagine how other people feel about a problem or situation. And it can be a useful device for starting or ending discussions. The first time you try it, use the most outgoing and talkative students.

Possibilities for role-playing situations should come up fairly often throughout the lessons. For example, whenever you are discussing the different feelings of two groups--staff and students, men and women, blacks and whites--construct a situation in which students play the characters using their own words. You might also base a role-playing skit on characters shown in films or filmstrips you use in the lesson.

The following steps make for a successful role-playing activity:

1. Describe the situation. (Example: Two IndoChinese students are talking in Chinese, a black student doesn't understand the language and thinks they are talking about him).

2. Ask for volunteers for each role. Encourage "role reversals". Try to get whites to play black roles, men to play women roles and visa versa. In this instance, you might try to have an IndoChinese play the black student and a black student play the IndoChinese. In any event, try not to pair quiet students together. They might end up staring at one another. In the beginning try to get talkative students into the act.

3. Have participants move to the side or center of the room to act out the situation. A few props may be helpful to set the scene.

4. After the role-play goes for several minutes, stop the action and begin the discussion. Questions should first be directed to the group. Try to find out whether the group felt that the roles were reversed or played "truthfully". Try to find out what feelings were observed and shared. Ask whether other, more effective ways of behaving might be tried. Then ask the role-play participants how they felt during the role-play, and to what extent they agree with the group's comments. Throughout the discussion, be on guard for stereotyping. (Ask: "What would you have done when the student said that?" "Would all blacks/IndoChinese respond in the same way?" etc.)

5. If there is enough time or if interest is very high, repeat the same role-play situation with the same actors reversing parts or with a new set of actors. During the discussion, see whether participants behave differently, whether their perceptions and understanding of the situation have been sharpened.

PERSON ON THE STREET INTERVIEWS

Students might have some fun with this activity if they don't feel that it is too "juvenile" for them. It can be a clever way of taking an informal "poll" of classroom opinion, and it can be used to start discussions. It can also be useful in drawing quiet students into a discussion. As in role-playing, the first time you try this, use your most outgoing and articulate group member if he or she is willing. Here's how it works:

1. Ask for a volunteer "Eyewitness News Reporter". Tell him or her that he or she is a roving reporter who goes around on the street interviewing people.

2. Have the "Reporter" hold something in his/her hand to simulate a microphone--he/she might use a ruler, eraser, pencil, etc.

3. Then have the reporter go around the room "interviewing" members of the class. He/She should add to the "authenticity" of the game by hamming it up, asking those being interviewed to face the camera, speak into the microphone, etc.

4. The reporter should keep his/her questions fairly simple and short. He/She might take "polls" on questions the class has been debating.

5. The reporter also should move around the room randomly, not go straight from one student's chair to the next.

6. If students enjoy this choice, add to it. You might have a "cameraperson" follow the reporter around pretending to be filming the interviews.

7. If you have a tape recorder, tape the interviews and play them back.

SMALL GROUP DISCUSSIONS

At certain times, break the group up into two or three smaller groups. Sometimes all the small groups can discuss the same problem, and after a few minutes, one member of each group can report the group's conclusion. Other times, each group can discuss a different aspect of the problem.

INFORMAL DEBATES

Some topics might lend themselves to two- or three-sided debates. Choose or ask for volunteer debaters, give them time to prepare what they want to say, and then have them present their arguments in front of the group. You might have one student keep track of the time for each speaker. Give each debater, say, two minutes to state his/her case. Then give each one minute to answer what his opponent said. The other students could then vote to say which speaker convinced them of his position on the issue. Keep the debates informal and low keyed. Where possible and appropriate you might give your debaters a day or two in which to prepare. Often, the debate will come up spontaneously during discussion of an issue. If you see that two or more students feel strongly about an issue and have something to say about it, explain how the debate might work and ask them if they want to do it. Debates should never put a teacher or other staff member against a student. Two students of different speaking abilities should not be paired.

OUTSIDE SPEAKERS

As you plan your lessons, keep in mind the resource people of the center and the surrounding community. There are outside experts who would be willing and to talk with students about subjects which you are covering. Have them be prepared to answer questions from the students.

FIELD TRIPS

There might be museums, parks, libraries, monuments or other such places near your center which would have significance for the material in this course. Look for such possibilities as you plan your lessons. There may be a display on African cultures or Mexican art at a nearby museum, or you may be able to persuade the museum's director to set up a display.

BULLETIN BOARD DISPLAYS

If possible, set aside space in the classroom for students to put up photographs, magazine clippings, posters, their own drawings, etc. You might find some willing to form a bulletin board committee to take care of it. You may start it yourself with a few pictures and invite the students to bring in and put up items. You may organize these displays any number of ways. If you have enough space, you could leave displays up on all the topics you are covering throughout the course. If space is limited, you may have displays up for short periods of time and then replace them with others. Begin by encouraging students to bring in clippings showing current popular styles of dress,

haircuts, or customs for each of the groups to be covered in these lessons. Be careful that no feelings of competition develop among students. This should not be a contest.

PLAYING RECORDS OR TAPES

Records and tapes add to the lesson's interest and discussion. Students might have records they would be willing to let you play. Be sure to secure the borrowed items.

PROGRAM IMPLEMENTATION

This course guide utilizes a loose-leaf format which will allow for easy revisions. Each Intergroup Relations (IGR) Instructor, Education Supervisor, Orientation Instructor, and Intergroup Relations Committee Chairperson, is required to have a copy of the course guide.

INVENTORY AND PURCHASE OF MATERIALS

The first major responsibility of the IGR Instructor and/or supervisor is to order enough materials for each IGR classroom and for Orientation. The materials listed on pages 263 to 268 have been divided into required (mandatory purchase) and supplementary (optional purchase). Call all purchasing companies for updated catalogs and ordering information. It is suggested that one of each of the required books be available for every five students in class.

The purchase and use of additional supplementary materials not cited as required or supplementary in the IGR program is encouraged. Materials should be selected which will enrich the students' knowledge and experiences in the IGR Program.

DUPLICATION OF MATERIALS

IGR Instructors need to prepare for program implementation by duplicating an adequate number of fact sheets and handouts. The original pages should be used as masters and then placed back in the course guide.

ORGANIZATION OF CLASSROOM MATERIALS

All materials referenced in the course guide should be organized on shelves that are clearly marked and easily accessible to the students. Videos need to be clearly labeled and kept in a secured area. Handouts and fact sheets need to be organized by units. Materials should be simply and systematically organized so that students can quickly learn to locate them. Answer keys should be stored by units and kept in a secure, convenient location.

Audiovisual equipment should be kept in a specified section of the room. This will make monitoring and control of usage easier. Students should be instructed on proper use of the equipment prior to their first use of it. The instructor should insure that equipment is kept operational. Every classroom should have a globe, large map, U.S. map and a map of the state in which the center is located.

STUDENT FOLDERS

All students will be given a folder in which to keep their current assignments and handouts. Instructors should provide a location in the classroom where students can place their folders at the end of the class period for easy and safe storage. Upon completion of Phase II, cultural awareness class, the students will be permitted to take their folders and maintain them throughout their stay in Job Corps.

FLOW CHART

Critical to the success of the program, is the constant reinforcement of the student's understanding of his/her placement and direction. It is recommended that the assignment and procedures Flow Chart be enlarged and posted in each IGR classroom and referred to often in individual interactions with students.

PROGRAM ENTRY AND EXIT

The program is designed for open-entry open-exit instruction, although, learning may be best achieved by keeping the same group together. To permit bonding and trust among the members of each group, these groups should remain together and progress through the program sequentially. Every student is required to enroll in the Intergroup Relations class, within the first sixty days on center. Students are considered to be program completers when they have completed all units Phases I and II of this course, and have recorded all required signatures on the student placement record. Classes missed must be made up throughh arrangements between staff and students, during conference time or at the end of the day.

CLASS SIZE

The maximum class size is seventeen students for the cultural awareness classroom.

RECORDKEEPING

Recordkeeping is kept on the Student Record Sheet (p.9), which accounts for student's satisfactory completion of the program.

SCHEDULING THE CLASS

All students must take the IGR orientation class (2 units) within the orientation period, and must begin the IGR Cultural Awareness class (8 units) within the first sixty days on center.

ANSWER KEYS

HANDOUT E VOCABULARY WORD MATCHING *** ANSWER KEY ***

J	1.	SEXISM	A.	The group with the largest number of people.
L	2.	CULTURE	B.	A group of people connected by common descent, blood or heredity.
K	3.	SEGREGATION	C.	An oversimple view of a group of people that makes all members of the group seem alike.
E	4.	DISCRIMINATION	D.	A group of people who have the same background and share a common cultural heritage, i.e., the same language, religion, and customs.
D	5.	ETHNIC GROUP	E.	To make a difference in treatment or favor on the basis other than individual merit.
G	6.	CIVIL RIGHTS	F.	A system in which people of different groups live and work with each other.
F	7.	INTEGRATION	G.	The rights guaranteed all citizens by the constitution.
H	8.	MINORITY GROUP	H.	The group with fewer people in it than the majority group.
M	9.	NATIONALITY	I.	An unfavorable opinion that is formed without much thought or reason; an unfavorable attitude toward a certain racial, religious, or ethnic group.
I	10.	PREJUDICE	J.	Prejudice to the advantage of one sex and the disadvantage of the other.
B	11.	RACE	K.	The practice of forcing members of a minority group to live apart from members of the majority.
A	12.	MAJORITY GROUP	L.	The customary beliefs, social forms,and material traits of a racial, religious or social group.
C	13.	STEREOTYPE	M.	A group of people who belong to or come from one country.

HANDOUT G *** ANSWER KEY ***

"Cultural Misunderstandings"

Two male Southeastern Asian Job Corps students walk down the football field holding hands. The non-Asian students frown at them with obvious contempt.

Questions:

1. What's going on here? Are you jumping to conclusions?

Answers will vary. Discussion should include that different behaviors mean different things/thoughts in various cultures. Males holding hands may be a sign of friendship in one culture, and mean something else in another culture.

2. How do you feel about the situation?

Answers will vary.

Explain in different cultures the behavior of that culture may vary from your own. What is accepted in one culture may not be accepted in another, but everyone should have a clear understanding and respect for another cultures behavior.

3. If you were a staff member, what would you want to do?

Discussions may include:

By not knowing about a culture or custom, innacurate assumptions could be made. When someone reacts to an inaccurate assumption misunderstanding and or conflicts may occur.

HANDOUT J ***ANSWER KEY***

EUROPEAN AMERICANS CONTRIBUTIONS

GUESS?	GUESS?
Oktoberfest GERMAN Edgar Allen Poe ENGLAND Bagpipes SCOTLAND	gymnastics GERMAN gyros GREEK St. Patrick's Day IRISH
GUESS?	GUESS?
sauerkraut GERMAN Henry Kissinger GERMAN Oldsmobile ENGLAND	Bastille Day FRENCH Hamburgers GERMAN Alexander G. Bell SCOTLAND
GUESS?	GUESS?
"America" the song ENGLAND Eisenhower GERMAN Buick SCOTLAND	Pretzels GERMAN Thomas Edison SCOTLAND Mayo Clinic ENGLAND
GUESS?	GUESS?
Albert Einstein GERMAN beer GERMAN Eugene O'Neal IRELAND	Neil Armstrong SCOTLAND Model T IRELAND Goodyear tires GERMAN

HANDOUT K

*** ANSWER KEY ***

MIGUEL HIDALGO (1753-1811)
Father of Mexican Independence

WORKING ON YOUR OWN

Directions: After you have read the selection, read the questions below. Circle or check off the best answers to the questions.

1. Settlements of people in a new country are

colonies	victories	statues	followers

2. The main idea of the selection is -

___ Father Hidalgo served as a priest in Dolores

_X_ Father Hidalgo helped start Mexico's fight for independence

___ Father Hidalgo died before Mexico became free

3. In paragraph three, the word tried means -

given a trial

4. Synonyms are words that have the same, or almost the same, meaning. Example: famous and well-known. Which one of these words is a synonym for student?

pupil

5. Father Hidalgo's early years were spent - on a ranch

6. Father Hidalgo was a teacher at one time. True

Father Hidalgo helped win the war for independence. True

Father Hidalgo is still remembered in Mexico. True

7. The paragraph that tells when Miguel Hidalgo became a priest is number __2___.

HANDOUT L

*** ANSWER KEY ***

THE AZTECS OF MEXICO

WORKING ON YOUR OWN

Circle the right answer.

1. The main idea of the article is -

The Aztecs are an important group of Indians

2. The number of the paragraph that tells about the marketplace is 4.

3. The Aztecs had a calendar. True

The Aztecs were not artists. False

The Aztecs did not know how to build bridges. False

4. The Aztecs built their main city - on an island in a lake.

HANDOUT M *** ANSWER KEY ***

HISPANIC - AMERICAN WORD SEARCH

B E N S **C** V **A** **R** **R** **O** **Z** Y A R
G P I J **H** D O M N W X I B E
U A **F** **R** **I** **J** **O** **L** **E** **S** Y R S S
A **Q** U A **C** O **C** O R R I O A P
G **U** **A** **C** **A** **M** **O** **L** **E** **N** **T** **I** **L** I
P **A** L T **N** O **R** S V P H I **P** R
S **T** **A** **C** **O** B **R** **B** I G A **C** **L** U
A **R** L **M** **A** **R** **I** **A** **C** **H** **I** **H** **E** T
B **O** **D** **E** **G** **A** **D** **R** L G O **I** **N** H
O D T H I **T** **O** **R** **T** **I** **L** **L** **A** S
D E A N N A N I G S L I N T
T **P** **L** **A** **T** **A** **N** **O** S H I R I N

CLUES

1. Hispanic neighborhood — BARRIO
2. Storage area — BODEGA
3. Ballad type song — CORRIDO
4. Type of band originated from Old Mexico — MARIACHI
5. Refried Beans — FRITOLE
6. Flat Mexican bread — TORTILLA
7. Hot pepper or bean stew — CHILI
8. Avocado — GUACAMOLE
9. Puerto Rican guitar — QUATRO
10. Puerto Rican traditional dance — PLENA
11. Rice — ARROZ
12. Green banana; plantain — PLANTANO
13. Mexican-American ethnic name — CHICANO
14. Tortilla stuffed with meat and vegetables — TACO

HANDOUT N *** ANSWER KEY ***

GOOD MOTHER EARTH

Answers may vary or be similar to the following:

1. What underlying theme do you find running throughout this legend?

The underlying theme throughout this legend is that the earth must be respected.

2. What SIGNS was the Indian referring to when he said that Mother Earth is punishing man?

The signs the Indian was referring to when he said that Mother Earth is punishing man are the evidence that the Earth is reacting to man - caused problems, for example; acid rain, pollution, loss of farm land, overpopulation, famine, extinction and endangered plants and animals.

3. How do you think the Indian would explain the way the white man has violated the four commandments of the Great Spirit?

The white man has violated the four commandments of the great spirit by loss of basic respect for the earth. Earth has become a possession to own. For example- Two Navajos were talking; They were wondering why the Japanese were buying so much in America. At least, they are paying for it, they said to each other. There is a loss of respect for religion, for each other and for individual freedom. Individual freedom is okay, as long as you believe exactly in what I believe.

4. How do these commandments compare to the teachings of modern religions?

These commandments compare very closely to modern religion, for example "Mother Earth" is very similar to the saying in Christianity. "Remember you are dust and dust you shall return." - back in the earth. The "Great Spirit" is very similar to God, Jesus, Mohammed and Buddha. Respect for "fellowman" is similar to "Love thy neighbor" and respect for "individual freedom" or "Love thy neighbor as yourself."

5. To whom is the Indian referring when he talks of "he", "we", and "she"?

The Indian is referring to "he" as the old man. "We" as the American Indian and "She" as Mother Earth.

HANDOUT O

*** ANSWER KEY ***

The Native American Belief System On The Existence Of Man

Questions:

1. Describe why you think the Indians would use these colors to explain the four races of man:

Red - Native American
Yellow - Asian American
Black - African American
White - European American

Answers will vary to why students think the Indians would use these colors

2. Why do you think the Indians chose gold and green as the colors of the white man's world?

Answers will vary to why students think the Indians would chose these colors.

Gold = Coins, jewelry, riches
Green = money

HANDOUT P ***ANSWER KEY***

N A T I V E A M E R I C A N S P U Z Z L E

Hidden below are the names of twenty-five Native American tribes. Some are vertical. Some are horizontal. Some are diagonal and some are even backwards. See if you can find all twenty-five.

J O K S N O R E I U Q A Y G

A F N A V A J O M N C B F H

M W A T C O H C B M R W R T

U E I K I C K A P O O Z O O

Y E X E I P F I S H W M E R

I K V N H O P I B A U E L I

M O R N X E W R W W V T O A

S R S E S E W A G K I U N T

Y E E Y M H T X C K K I I O

T H N E R C P H V L U A M O

H C E H P A I F B T R P E F

B A C C G P T F X U O I S K

I Y A N P A F U W C P E Y C

N U I E I D X O L B E U P A

U G W M M M U V K U A S I L

Z A L Q A E N O H S O H S B

D M A H D O O A N O H O T Z

Apache, Blackfoot, Cayuga, Cherokee, Cheyenne, Chippewa, Choctaw, Crow, Hopi, Kickapoo, Kiowa, Mohawk, Navajo, Paiute, Pima, Pueblo, Sauk, Seminole, Seneca, Shoshone, Sioux, Tohona O'odham, Yaqui, Yuma, Zuni

CERTIFICATE OF COMPLETION

DEPARTMENT OF LABOR

OFFICE OF JOB CORPS

CERTIFICATE OF COMPLETION

Presented to

_____

for completion of the
Intergroup Relations Program (IGR classroom) at the

_____

Job Corps Center

_____
Director of Education and Training

_____
IGR Instructor

_____
DATE

REQUIRED MATERIALS
VIDEOS

Coronet/ MTI Film and Video, Inc.
108 Wilmot Road
Deerfield, IL. 60015

1-800-621-2131
(In Illinois and Alaska call collect 708-940-1262)

Title	Estimated cost
1. "OLIVER JONES"	$ 250.00
2. "SHE'S NOBODY'S BABY"	$ 470.00
3. "LIVING IN THE U.S."	$ 250.00
4. "TAKING A STAND"	$ 495.00

ADL Anti Defamation League of B'nai B'rith
823 United Nations Plaza
New York, NY 10017

(212) 490-2525

Title	Estimated cost
5. "GETTING TO KNOW BARBARA"	$ 150.00

American Indian Science & Engineering Society
Aises Publishing
1085 14th Street Suite 1506
Boulder, Colorado 80302-7309

(303) 444-9099

Title	Estimated cost
6. "TAKING TRADITION TO TOMORROW"	$ 180.00

Guidance Associates
Communications Parks
Box 3000
Mount Kisco, New York 10549

(914) 666-4100
1-800-431-2266

Title	Estimated cost
7. "WITNESS TO HISTORY: CIVIL RIGHTS MOVEMENT"	$ 150.00
TOTAL ESTIMATED COST	$ 1,945.00

REQUIRED MATERIALS
BOOKS
for students

Garrett Park Press **(301) 946-2553**
P.O. Box 190
Garrett Park, Maryland 20896

Title		Estimated cost
1. Culturegrams: The Nations Around Us Volumes I and II	$20.00 ea/	$ 40.00

Council on Interracial Books for Children
1841 Broadway
New York NY 10023 **(212) 757-5339**

Title		Estimated cost
2. Winning Justice For All		
Workbooks	at 30 each $2.50	$ 75.00
Teachers book		$ 15.00

ADL Anti Defamation League of B'nai B'rith
823 United Nations Plaza
New York, NY 10017 **(212) 490-2525**

Title		Estimated cost
3. Sensitizing Teachers To Ethnic Groups	$ 1.50 ea	$ 15.00
4. Prejudice - How Do People Get That Way?	$ 1.50ea	$ 15.00

Commission on the Bicentennial of the United Constitution
808 17 th St. N.W.
Washington D.C. 2006 **(202) USA-1787**

Title		Estimated cost
5. THE CONSTITUTION OF THE UNITED STATES	$ .50ea	$ 5.00

TOTAL ESTIMATED COST $165.00

REQUIRED MATERIALS
TAPES

Title	Estimated cost
1. "FOLLOWING THE CIRCLE" by Dik Darnell	$ 10.00

Rainbow Moods
3322 N. Country Club
Tucson, Arizona 85719 (602) 326-9643

Purchase locally:

2. "MARIACHI VARGAS DE TECALITLAN"	$ 10.00
3. "DUKE ELLINGTON, TAKE THE A TRAIN"	$ 10.00

(Initially both tapes will be mailed to centers from the Tucson Job Corps Center at no cost by September 15, 1991.)

Purchased locally:

MAPS

1. World Map	$ 50.00
2. State Map	$ 50.00
3. United States Map	$ 50.00

TOTAL ESTIMATED COST	$ 180.00
GRAND TOTAL ESTIMATED COST	$2,290.00

SUPPLEMENTARY MATERIALS

VIDEOS

International Counseling Center
3000 Connecticut Avenue N.W.
Suite 138
Washington D.C. 20008

1. "From Survival to Adaptation"
2. "Between Two Cultures: Refugee Adolescent in Transition"

Coronet/ MTI Film and Video, Inc. 1-800-621-2131
108 Wilmot Road (In Illinois and Alaska
Deerfield, IL. 60015 call collect 708-940-1262)

3. "To Be An American"
4. "Overture : Linh From Vietnam"
5. "Big Boys Can Cry"
6. "The War Between The Classes"

ADL Anti Defamation League of B'nai B'rith
823 United Nations Plaza
New York, NY 10017 (212) 490-2525

7. "The American Story"
8. "The Golden Mountain on Mott Street"

Ready Reference Press
P.O. Box 5249
Santa Monica, CA 90405 1-800-424-5627
(In CA call 1-213-474-5175)

9. "Golden Door Our Nation Of Immigrants"
10. "We All Came To America"

African - American Legacy
National Audiovisual Center
8700 Edgeworth Drive
Capitol Heights, Md. 20743-3701 1-800-638-1300

11. "Heritage Days: A Black Persopective"
12. "From Dreams to Reality: A Tribute to Minority Inventors"

Pyramid Film and Video
Box 1048
Santa Monica, CA 90406 1-800-421-2304

13. "Bill Cosby On Prejudice"

SUPPLEMENTARY MATERIALS
BOOKS

ADL Anti Defamation League of B'nai B'rith
823 United Nations Plaza
New York, NY 10017 (212) 490-2525

1. Prejudice Project
2. Reducing Adolescent Prejudice
3. Mexican Americans: A Brief Look at Their History
4. Living with a Difference
5. The Prejudice Book - Activities for The Classroom

Garrett Park Press (301) 946-2553
P.O. Box 190
Garrett Park, Maryland 20896

6. Black Students in Interracial Schools

Prentice Hall
Prentice Hall Building
Englwood Cliffs, NJ 07632

7. The American Way: An Introduction to American Culture
8. Racial and Ethnic Relations

Benziger Bruce and Glencoe Inc.

9. Cracks in The Melting Pot

Archway Paperbacks
Pocketbooks, a Division of Simon & Schuster, Inc.
1230 Avenue of the America's
New York, New York 10020

10. Martin Luther King: The Peaceful Warrior

The Learning Factory
Box 297
Clearwater, Kansas 67026

11. The Learning Factory - The Intermediate Folder Factory Book

SUPPLEMENTARY MATERIALS

TAPES

Featherstone
400 N. Haiwatha
P.O. Box 13
Pipestone, Minnesota 56164

1. "LAKOTA WIIKIJO OLOWAN" by Kevin Locke

Tipi Press
P.O. Box 89
Chamberlain, South Dakota 57325

2. "CANCIONES DE MI PADRE" by Linda Ronstadt

POSTERS

Guidance Associates
Communications Parks
Box 3000
Mount Kisco, New York 10549

1-800-424-5627
(In California call
1-213-474-5175)

1. POSTER SERIES SET

The Women's History Resource
7738 Bell Road
Windsor, CA 95492 (707) 838-6000

2. POSTER SERIES

Suggested movies for recreational use:

ROOTS
STAND AND DELIVER
MISS JANE PITTMAN
DANCES WITH WOLVES

ORGANIZATIONS and ASSOCIATIONS

Afro-American Cultural Foundation, c/o Westchester Community College, 75 Grasslands Road, Valhalla, New York 19595

American Council on Education, 1785 Massachusetts Ave. NW, Washington DC 20036

Association for Childhood Education International, 3615 Washington Ave. NW, Washington DC 20016

Association for the Study of Negro Life and History, 1538 9th St., NW, Washington DC 20001

Association for the Study of Afro-American Life History, 1407 14th Street N.W., Washington DC 20005

Association of Mexican-American Educators, Inc. (AMAE), California State College at San Bernardino, 5500 State College Pkwy., San Bernardino, CA 92407

Association on American Indian Affairs, Inc. 432 Park Ave.,S. New York, NY 10016

Indian Rights Association, 1505 Race St., Philadelphia, PA 19102

Information Center on Children's Cultures, U.S. Committee for UNICEF, 331 E. 38th St., New York, NY 10016

Institute for Research in Language Teaching, Central Corpus 108, 15 Agebacho, Shinjuku-ku, Tokyo, Japan

Inter-American Institute, The Univ. of Texas at El Paso, El Paso, TX 79999

Mexican American Educators Coordinating Council, State Dept. of Educ., 721 Capitol Mall, Sacramento, CA 95814

National Education Association, 1201 Sixteenth St., NW., Washington DC 20036

Schools for the Future, P.O. Box 349, Cooper Station, New York, NY 1003

Southeastern Educational Corp., Box 10867, Airport Branch, Atlanta, GA 30304

Teacher of English to Speakers of Other Languages (TESOL), School of Languages and Linguistics, Georgetown Univ., Washington D.C. 20007

Women's History Resource, 7738 Bell Road, Windsor, CA 95492

APPENDIX

ANTI-SEMITISM: A Case Study in Prejudice and Discrimination. Yinger, J. Milton. N.Y.: Anti-Defamation League, 1964. 82pp.

BLACK AMERICANS INFORMATION DIRECTORY 1990-1991. Darren L. Smith. Gale Research Inc. 1991

BLACK LEADERS: THEN AND NOW. Thomas Rose and John Greenya Anti Defamation League. 1984. 104 pp.

CURRICULUM GUIDELINES FOR MULTIETHNIC EDUCATION. EBP-032 Anti-Defamation League. 26 pp.

DIVERSITY IN THE CLASSROOM A MULTICULTURAL APPROACH TO THE EDUCATION OF YOUNG CHILDREN. Frances E. Kendall. Teachers College Columbia University. 1983. 111pp.

ENCYCLOPEDIA AMERICANA. Grolier Incorporated, Danbury Conneticut. 1986

FEAR AND PREJUDICE. Hirsh, Selma. Public Affairs Pamphlet, 1957. 22 pp.

INTEGRATED SCHOOL BOOKS. NAACP Special Contribution Fund. 1790 Broadway New York. 1967

LIVING WITH A DIFFERENCE. Noar, Gertrude. N.Y.: Anti-Defamation League. 1984. 16 pp.

MEXICAN AMERICANS: A BRIEF LOOK AT THEIR HISTORY. Nava, Julian. NY. Anti Defamation League, 1970. 48 pp.

MEXICAN EDUCATION IN CULTURAL EXPERIENCE. University of Arizona. Robert Paulsen. 1971

MINORITY STUDENT ENROLLEMENTS IN HIGHER EDUCATION. ISBN O-912048-49-2. Garrett Park Press. 1988. 84 pp.

MULITCULTURAL EDUCATION: PROMOTING QUALITY AND EQUITY. PG Schools Maryland. 1983

MULTICULTURAL TEACHING: A Handbook of Activities. Pamela L. Tiedt and Irish M. Tiedt. Allen Bacon, Inc. 1979. 341 pp.

PEOPLES OF THE WORLD NORTH AMERICANS. Joyce Moss, George Wilson. Gale Research Inc. 1991

PROTEST AND PREJUDICE: A Study of Belief in the Black Community. Marx, Gary T. N.Y.:Harper & Row, 1967. 228 pp.

RACIAL AND CULTURAL MINORITIES: An Analysis of Prejudice and Discrimination. Simpson, George Eaton and Yinger, J. Milton N.Y.: Harper & Brothers. 3rd Ed. 1964. 773 pp.

SENSE AND NONSENSE ABOUT RACE. Alpenfels, Ethel J. N.Y.:Friendship Press. Rev. Ed. 1957. 46pp.

TEACHING ABOUT CULTURAL AWARENESS. Smith, Gary R. Center For Teaching International Studies, University of Denver Colorado.

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